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ABSTRACT

The community college library is the focus of this issue of "North Carolina Libraries." Articles addressing this theme include: (1) "Learning Resources Concept Position Paper," by the North Carolina Community College Learning Resources Association; (2) "An Opportunity and a Challenge," by Mertys W. Bell, which offers an overview of the development and purposes of community colleges, especially in North Carolina, and their learning resources centers; (3) "Indexing Local History," by Mary A. Hamil, which describes the indexes compiled by the Davidson County Community College Learning Resources Center; (4) "Bibliographic Instruction at Learning Resources Centers in North Carolina," by Susan Janney; (5) "The COMCAT Chronicles: The North Carolina Community Colleges Union COM Catalog Project," by Linda S. Halstead; (6) "The Educational Preparation Available for LRC Professionals," by Joanne Sneed and Lee W. Finks; and (7) Library Involvement in Literacy Education Programs of the North Carolina Community College System," by Elinor Vaughan. Regular journal features include book reviews and North Carolina Library Association reports. (EJV)

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Why is community college librarianship different? Without sounding flippant, it is due to our wide range of clientele.

Richard Wells, 1986

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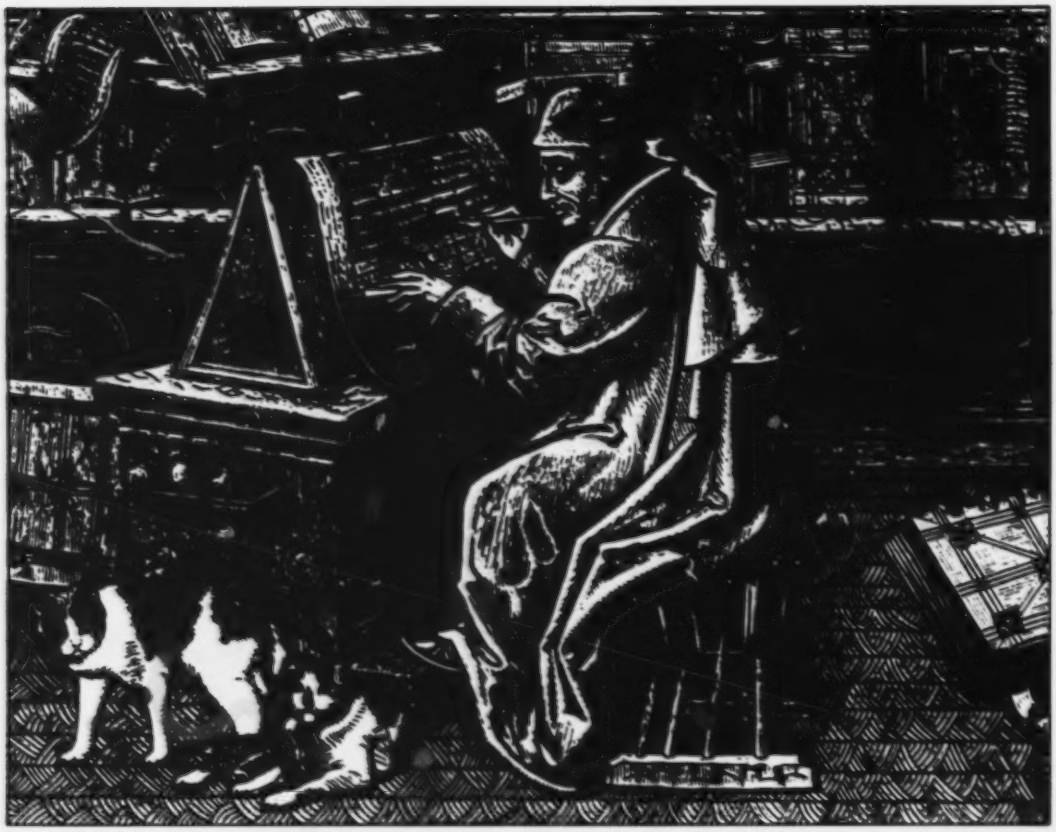

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Exalting Learning and Libraries

NORTH CAROLINA LIBRARY ASSOCIATION

From the President

Recalling the great accomplishments of those who have previously held the role of North Carolina Library Association President causes me to realize a great deal of humility. Following such leaders will be challenging. However, I am proud to greet you and grateful to you for giving me the honor and privilege of serving as your president during the 1985-1987 biennium.

There is considerable evidence of deep devotion, capabilities and willingness of NCLA membership to exalt learning and libraries by volunteering to serve on committees or to serve in any capacity. This reflects the true spirit of NCLA. It seems fitting that I take this opportunity to thank all of you for your support of our association.

According to the NCLA Handbook, the president may appoint committee chairs and give each the authority to select members of the committee. I chose to follow these guidelines. Your requests for committee participation were sent to each chair with the charge to follow NCLA guidelines for committee representation.

The 1986-1988 committee chairmen who will take office during Spring Workshop, April 19, 1986, at Greensboro College are:

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Literacy, or lack of it, is much in the news and on our minds today. Because libraries play an important role in attacking this national problem, NCLA is focusing on improving literacy by creating the Literacy Committee to provide leadership in defining structure and direction to light the candle. The quest for literacy embraces all types of libraries. All library responsibilities are important and all contribute to the effort. Illiteracy has an impact on those who care. NCLA membership cares! Together we can accomplish much.

On January 24, the NCLA Executive Board named Rose Simon second vice-president. In this capacity, she also becomes NCLA Membership Committee Chair. We welcome Rose enthusiastically and look forward to working with her. Let's help her increase our membership by the "each one recruit one" method!

"The best yet!" came through loud and clear over and over again as we ended the 1985 NCLA Biennial Conference in October. Neither construction nor intermittent rain dampened the enthusiasm of over 1,400 in attendance. They just ignored any inconvenience and praised the program provided. Our people rated Raleigh among the most convenient and best locations.

This did not just happen. It was the untiring efforts of a host of people. The sections and committees planned excellent programs, secured super presenters, and participated enthusiastically. Working behind the scenes were Arial Stephens, conference manager; Johnny Shaver, local arrangements; William Kirwan and Sharon Kimble, exhibits; Larry Roland and Fred Marble, exhibit advisors; Eunice Drum, treasurer; David McKay, reception and tour of the Governor's Mansion; Janet Freeman and Marti Smith, registration; Jean Johnson and the Wake County Media Specialists, hostesses and registration; Brenda Hubbard and Larry Roland, program printing; Hugh Hagaman and Mel Shumaker, photography; Leland Park, advisor and president. There were Pat Watson, Tom McDonald, Evelyn Crimminger, Diane Chiles, Gurney Brady, Sharon McNeill, Lanny Parker, Raymond Weeks and Laura Stephens who typed, wrapped, painted, drew, moved, designed, packed and did whatever else had to be done. All of these people and more made my job as conference chairman a pleasure. I thank all of you for a job well done.

The 1987 Conference is to be held in Winston-Salem, October 27-30. Patsy Hansel, Vice-President/President-Elect and Conference Chairman, is already at work on the plans.

Best wishes for a productive and pleasant summer.

Pauline F. Myrick, President

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Foreword

Richard Wells, Guest Editor

The monologue is most people's favorite form of conversation.

Wilson Library Bulletin (1959:420)

I will try not to fulfill the above prophecy by keeping this foreword brief.

The only real, consistent criticism I have heard of community college librarians is that they do not write enough about their field. When I see former colleagues, classmates, and professors at conferences and meetings, we exchange the normal inquiries concerning our specialities in relation to budgeting and staffing. However, it never seems to fail that when librarians ponder the fact that I am in community college librarianship, they ask me directly: "Why is it that so little is published by community college librarians?"

In the past, I would go on and on about the many demands upon our time and energy until the questioner's eyes glassed over and he became remorseful for ever asking. It was somewhat difficult not to receive these inquiries personally; I was very aware of the wealth of subjects that I should be researching, writing and publishing on a weekly basis.

Indeed, community college librarianship has not been tapped as a source for those who do have the time and talent to write. The variety of subjects is immense. The two-year college library, or the Learning Resources Center is so new in relation to its colleagues in librarianship that even its brief history does not limit the possibilities. Changes, or better, innovations are occurring so quickly that we should be reporting to our colleagues just to inform them of pitfalls and easier methods of obtaining ends.

As you can see, I am avoiding the original question of why are we so print-silent. Possibly, I am a good example of my colleagues in this field: Upon entrance into the community college library almost ten years ago, I was amazed at the many interesting programs, ideas, and services that were present and positive that I would write numerous articles that would inform, enlighten, and delight. I managed to write and publish one.

Richard Wells is Coordinator of Library Services at Randolph Technical College in Asheboro, NC, and is a member of the Editorial Board of *North Carolina Libraries*.

It was just too easy to become embroiled in the battle that all of us fight: budgeting, staffing, management, bibliographic instruction, committees, goal-setting, etc: Writing fell to the lower part of the long list. (If there is a struggling new associate professor reading this at a university concerned over the unwritten "publish-or-perish" rule and viable subjects for research, I invite you to consider the community college. You could base the remainder of your publishing career on this ...)

Without beginning to remind the reader of "An Apology for Poetry," in defense of my colleagues, part of our print-silence could be due to the diversity of North Carolina Learning Resources Centers. Each maintains a multi-faceted operation; sometimes including an audiovisual component, instructional branch, GED or Adult Basic Education, HRD, Human Resources Development; some even have print shops and graphic design departments.

Many librarians who publish hold a position that allows them the time to do so without leaving the reference desk vacant. And, in many cases, the upper management of a library is expected to publish periodically. In the case of the community college, those who became deans of learning resources, directors, or even assistant vice-presidents were once librarians who now must manage a very diverse and large gaggle of professionals. Due to this need for management skills, most have taken advanced training and degrees in management and administration instead of librarianship. The library has become another department in a division.

So end my lame excuses for not informing the world (or at least North Carolina) of our exploits. It is likely you are beginning to nod fitfully at this point.

There is no need for an explanation of LRCs, a brief history of community colleges or the like in this foreword: These areas are covered well in the following articles. The intention of this issue is to display some of the wide diversity and nontraditional programs that are ongoing at community

colleges, for diversity and nontraditional are our favorite modifiers. We are constantly diversifying in order to meet the needs of nontraditional students. Nontraditional methods are employed in order to satisfy the diversity of our demands.

Why is community college librarianship different? Without sounding flippant, it is due to our wide range of clientele. Although in a college setting, our students do not live on campus or see college as their number one priority. (The latter is hard for some to understand at first.) Our students or patrons are older than traditional college students; most have families; most have either a full or part-time job; most are making a sacrifice in order to train or re-train for an occupation or vocation. And, as pragmatic and out of character as it appears for institutions of higher learning, the majority expect to learn something that can immediately improve their employment and hence economic standing. Even the faculty mirror the nontraditional philosophy: many in the vocational areas do not hold college degrees. (How many four-year colleges offer a degree in welding or automotive body repair?)

How does the community college librarian cope with this wide range of backgrounds? It basically comes down to attitude. One must be able to build upon tradition, not throw it away, and use instincts and common sense that can only be learned, not taught.

There have been several well-researched and carefully written articles in the past few years concerning specialized instruction for those wanting to go into the community college library (this issue included), with most concluding that there is little in the manner of special offerings or tracts of courses for these people. I do not think that we have been forgotten or slighted. Indeed, possibly not preparing one specifically for a type of library setting is preferable. I have always felt the librarian should have as broad a background as possible. Keep in mind this is a matter of opinion. I do not want to flood the next issue's "Letters to editor" section with well-versed rebuttals.

In working daily with faculty who have spent their careers in one speciality, I have found them to look askance at someone who specializes in the general: i.e., at first meeting. Later, they tend to appreciate the generalist more, albeit, sometimes grudgingly; but most do come around. I must digress here and mention that I took this to the extreme when young and foolish, (fresh from graduate school), and considered myself a "Renaissance Man." If you are contemplating the community/technical college, I would suggest you not use that misnomer.

Librarians in the two-year college setting must be versatile. The articles in this issue reflect that wide range of flexibility. From the basic need of bibliographic instruction for incoming students to COMCAT projects to ZOCs that involve many different types of libraries, North Carolina's community college librarians are involved in the traditional and the innovative. It is intended that the very diversity of the articles in this issue will help to expose the multiformity of the libraries they represent. ■

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Learning Resources Concept Position Paper

NCCCLRA Position Paper Committee

Learning Resources Concept

Community and junior colleges have been in the forefront in the establishment of the concept of learning resources in higher education. Due to the widely divergent learning needs of its heterogeneous student body, in a world of rapidly changing technologies, the comprehensive community college demands a multi-dimensional approach to education. The North Carolina Community College Learning Resources Association (NCCCLRA) has developed this paper to state the Association's position relating to the learning resources concept and its effective application for North Carolina community colleges, technical institutes, and technical colleges.

The Past a Foundation

The importance of the learning resources concept began to emerge in the late Sixties, as the role of the library in instruction received increasing acknowledgment and emphasis. The term "learning resources center" was first used officially at a conference in 1967 which was jointly sponsored by the American Library Association (ALA), the American Association of Junior Colleges (AAJC), and the University of California at Los Angeles (UCLA). A committee representing ALA and AAJC, later to include the Association of Education Communications and Technology (AECT), developed a set of guidelines which were approved and adopted by all three national organizations in 1972. These Guidelines are a milestone in the history of the philosophy and concept of learning resources. The North Carolina Community College Learning Resources Association endorses the "Guidelines" as descriptive standards for an effective Learning Resources program.

North Carolina Trends

In North Carolina, librarians and other media personnel had become professionally aware of the emerging philosophy during the Sixties, and were already working with their local community colleges and technical institutes to expand their services to support changing techniques of instruction to serve an "open-door" clientele. In the early and middle Seventies, a majority of the libraries in the North Carolina Community College System evolved into learning resources centers, beginning with the addition or combining of the audiovisual component and/or the learning laboratory with the library.

The history and philosophy of the North Carolina Community College Learning Resources Association has followed the pattern of the evolution of the learning resources concept. The North Carolina Community College Library Association, organized in 1967, changed its name to the North Carolina Community College Educational Media Association in 1969 to reflect the integration of all types of media. In 1973 the Association adopted the learning resources concept and changed its name to the North Carolina Community College Learning Resources Association. In 1985, NCCCLRA is renewing its commitment to the concept. No particular configuration of components is endorsed, as such evolution depends upon the needs and objectives of the particular institution. Future implications and diretions will open new vistas of change and challenge for community colleges in this computer/communications era of an information society.

Learning Resources Programs

A Learning Resources program is an instructional support system—learner centered—which provides materials, equipment, people and services to support and implement the college's instructional program. In an attractive environment which emphasizes learning, a comprehensive Learning Resources program is a cooperative, college-wide effort to provide a diversity of

---

Members of the NCCCLRA Position Paper Committee are Mertys Bell, Chairman, Jim Foster, Betty Lawing, Karen Noel, Ron Plummer, John Thomas, Ed Shearin, ex officio, Marjorie Whitaker, and Larry Wolfe.

options for study, research, and cultural development of students, faculty, staff, and the adult community. In addition to the integration of various types of media, the learning resources concept implies a systematically developed program which allows materials, equipment, and techniques to be efficiently and effectively used. The Learning Resources program assists faculty in the use of all forms of instructional media (print and non-print), provides continuity in individualized instruction, and ensures centralized access to the materials and services.

A chief administrator, who centralizes and coordinates the various services of the learning resources center, is essential to the management and success of the learning resources program. This administrator reports to the administrative officer of the college responsible for the instructional program and has the same administrative rank and status as others with similar institutional-wide responsibilities.

As stated in the "Guidelines for Two-Year Learning Resources Programs," the Learning Resources program has a fourfold role: (1) to provide leadership and assistance in the development of instructional systems which employ effective and efficient means of accomplishing those objectives; (2) to provide an organized and readily accessible collection of materials and supportive equipment needed to meet institutional, instructional, and individual needs of students and faculty; (3) to provide a staff qualified, concerned, and involved in serving the needs of students, faculty, and community; and (4) to encourage innovation, learning, and community service by providing facilities and resources which will make them possible.

Learning Resources Centers

The expansion of the traditional library to include a variety of the components of the instructional process has generally resulted in changing the name from "Library" to "Learning Resources Center" (or "Educational Resources Center" or "Library/Learning Center") to denote its increased instructional support services. The Learning Resources Center is an administrative configuration within the institution which applies a systematic approach to the supervision and management of certain learning resources components, regardless of the location within the physical environment of the college. The Learning Resources program is more a concept than a place, and is most concerned with functions. Such an integrated approach varies with institutions. Each Learning Resources Center is developed harmoniously within the local pattern of organization and institutional goals. There is no universal model. The Learning Resources program has as its core the library and audiovisual services, and may also include various other instructional services such as the individualized learning center, tutorial services, career center, computer lab, or instructional development center. Flexibility is the key element as colleges and their instructional objectives change to adapt to curricular needs and emerging technologies.

Advantages

There are clear advantages in a centralized Learning Resources program: more efficient management of learning resources and services; greater flexibility in the utilization of budgets, staff, and facilities; financial accountability; coordination; and cooperation. Consultation and planning with administration and faculty to assist students to achieve their individual educational goals is both simplified and enhanced with such a structure. Whether the need is for basic education, a diploma, a certificate, an associate degree, or for upgrading skills, a strong Learning Resources program provides for all levels of academic abilities. Offering appropriate resources (print, nonprint, and human) with instructional services enhances the entire educational program of an institution.

Through its basic **library** component, the Learning Resources Center provides instruction and access to learning materials at all levels and in all forms (books, periodicals, films, slides, video and audio cassettes, computer software, reference service, research assistance, interlibrary loans, and bibliographic instruction).

The **audiovisual** component supplies, maintains, and distributes supportive equipment (film and slide projectors, tape recorders/players, video recorders/players and monitors); produces media for instruction, including graphics and photography; and may be responsible for telecommunications (video production, closed circuit and cable television, telecourses) and instructional design and development.

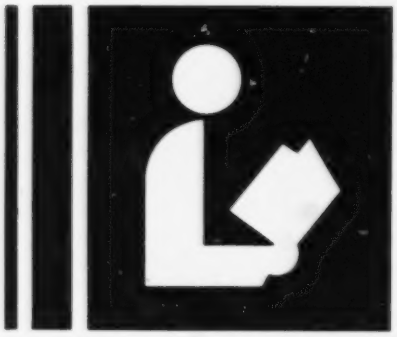
A variety of additional **instructional services** may be included: a learning center; tutorial services; individualized instruction in reading, writing, and math; computer skills; testing; self-instructional courses; and instructional design and development. The individualized instruction center or instructional services component may serve several areas of instruction, including credit and non-credit courses.

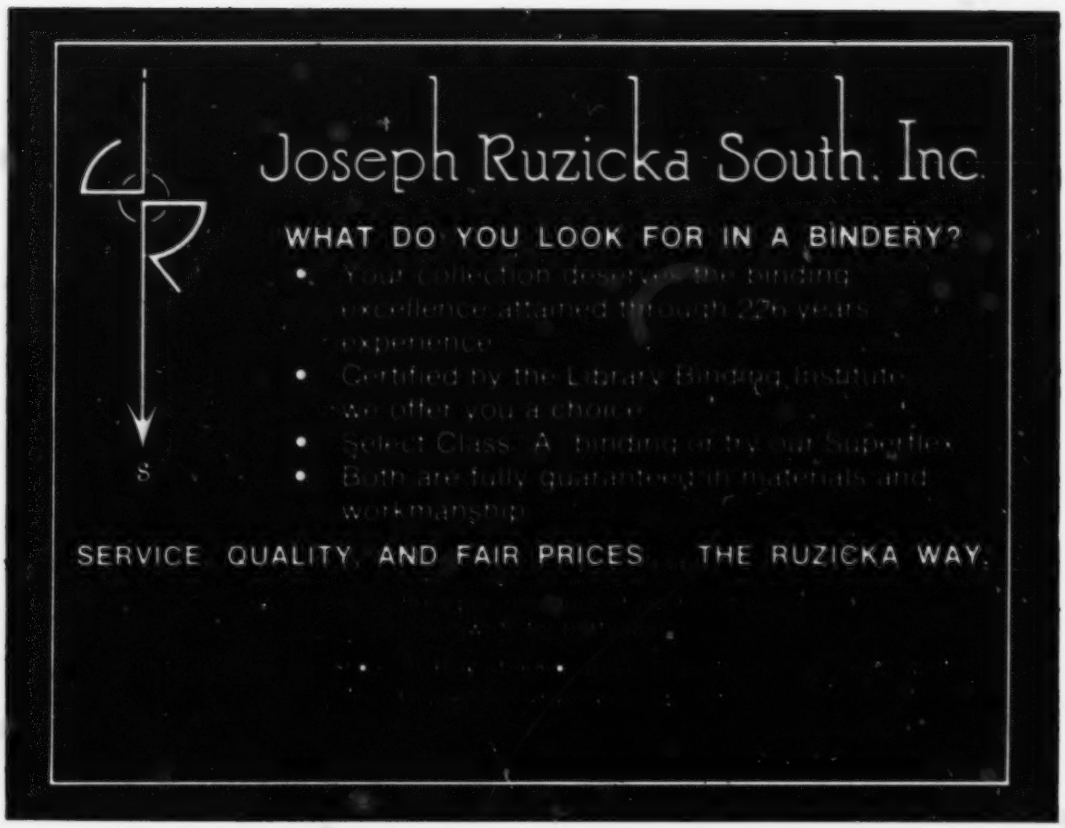
The Future a Challenge

The potential of a Learning Resources program is far-reaching, including services to adults pursuing lifelong learning (especially Adult Basic Education and GED programs), services to the business and industrial community, and participation in consortia (area, regional, statewide) for resource and information sharing.

The Learning Resources Center is a catalyst for innovation, introducing new information and delivery systems, and new instructional technologies.

In summary, a comprehensive Learning Resources Center is a dynamic and unique asset to a college, capable of enriching, vitalizing, and personalizing the educational program for faculty, students, and community ■





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An Opportunity and a Challenge

Mertys W. Bell

Communication—the sharing of information—is a primary challenge as we seek to satisfy the need for a literate society and for lifelong learning for the adults of North Carolina. We take advantage of the technologies which permit easy creation, transmission, reception, storage, retrieval, and replication of information. To quote Stanley Huffman, Jr., of Virginia Polytechnic Institute and State University in Blacksburg, "How symbolism is created, how the appropriate medium is selected for transmission of ideas, and how such resources are made accessible on a broad base is what communication is all about."[1]

In designing learning experiences, learning systems, and learning materials, we must consider the varied interests, abilities, and needs of individuals so that large numbers of people may be served effectively. I would like to relate these considerations to a brief synopsis of the development and purpose of community colleges, especially in North Carolina, and their learning resources centers, and follow up with a description of the interrelationships of community colleges, their learning resources centers, and the Division of Educative Services of the UNC Center for Public Television.

The *comprehensive community college* is acknowledged to be one of the most dynamic sectors of higher education, and is uniquely American. Serving learners at all levels of preparation and scholastic abilities—the "open door policy"—necessitates a multimedia approach. Non-traditional students need new instructional techniques. The obvious need for supportive resources and diverse services for instruction actually led to the development of *learning resources centers.*

North Carolina was slow to develop public community colleges. In 1952, the Hurlburt Commission's study pointed out the need for community colleges in North Carolina, but its recommendation was not passed by the 1953 General Assembly. It was not until 1957, during Governor Luther Hodges' administration, that the General Assembly passed the Community College Act. At the same time, funds were made available to provide an educational program in industrial education—initiating a statewide system under the State Board of Education of area industrial education centers (IECs) offering technical and skilled training to selected high school youths and adults. By 1961, there were eighteen IEC's and two in the planning stage. At the same time, six community (junior) colleges were developing, reporting to the State Board of Higher Education. Seeing the need for better planning, Governor Terry Sanford appointed the Carlyle Commission (the Governor's Commission on Education Beyond the High School), which in 1962 recommended that the two types of institutions be brought into one administrative organization under the State Board of Education.

Among the notable members of the Carlyle Commission were Dallas Herring, Chairman of the State Board of Education, and William C. Friday, President of the University of North Carolina. In July, 1963, the General Assembly enacted General Statute 115A, which provided for the establishment of the Department of Community Colleges—a comprehensive community college system—with Dr. I. E. Ready as Director.[2] Between 1964 and 1968, all of the industrial education centers became technical institutes or comprehensive community colleges. After 1979 legislation, many technical institutes became technical colleges. In 1981, the responsibility for community colleges was placed in a State Board of Community Colleges.[3]

According to the *Biennial Report, 1976- 1978, of the North Carolina Community College System,* "The purpose of the North Carolina Community College System is to fill the gap in educational opportunity existing between high school and the senior college and university. In carrying out this role, the technical institutes and community colleges offer academic, cultural and occupational education, and training opportunities from basic education through the two-year college level, at a convenient time and place and at a nominal cost, to anyone who can learn and whose needs can be met by these institutions."[4] Quite a challenge!

Mertys W. Bell is the Former Dean of Learning Resources, Guilford Technical Community College in Greensboro.

A comprehensive curriculum ... new courses and new techniques ... remedial programs ... occupational training ... adult and continuing education ... low tuition ... community orientation ... Community colleges were "reaching out!" A new pattern of integrating working and learning was evolving to meet the needs of a new student clientele. With a current enrollment in 58 institutions of over 600,000 (one in seven adults in North Carolina), today's community college students are older, 51% female, and are working and learning at the same time.

An average of two new public junior colleges in the United States opened each week between 1965 and 1970—the heyday of two-year college growth. Also in the late Sixties, the importance of the learning resources concept began to emerge as the role of the library in instruction received increasing acknowledgment and emphasis. Dr. Louis Shores' Library-College concept and his definition of the "generic book" set the stage. He defined the "generic book" as "the sum total of man's communication possibilities. It includes all media formats, subjects, and levels."[5] A comprehensive Learning Resources Program is a cooperative, college-wide effort to provide a diversity of options for study, research, and cultural development of students, faculty, staff and the adult community. Besides integrating the various types of media, the learning resources concept implies a systematically developed program that allows materials, equipment, and techniques to be accessible, effective, and efficiently used.

The comprehensive community college is acknowledged to be one of the most dynamic sectors of higher education, and is uniquely American.

Following a national trend, in North Carolina various resource components were combined or evolved to fill specific needs, resulting in an administrative unit called the "Learning Resources Center," with a chief administrator to centralize, manage, and coordinate the various services (components). Library services, audiovisual services, then a variety of instructional services were added. In North Carolina, learning labs (now often called "learning centers") were introduced in 1964 to provide a programmed systems approach for individualized learning. These learning centers joined with other instructional services which have been coordinated through the LRCs, such as tutorial programs, instructional design, and development, telecourses, Computer Assisted Instruction (CAI), self-instructional courses, testing, career centers, and special labs. These have been exciting and challenging years! From about 1968 to 1978, new learning resources centers were developing throughout the North Carolina Community College System. In 1979, Dr. Ernest Tompkin's study of the 57 institutions then in operation revealed that 53 had LRCs with two or more components.[6] Many four-year institutions have also developed learning resources centers.

Related professional associations reflected changes in the roles of libraries and learning resources centers. The North Carolina Community College Library Association, organized in 1967, changed its name to the North Carolina Community College Educational Media Association to show the integration of all types of media. Then in 1973, when the association adopted the learning resources concept, its name was changed to the North Carolina Community College Learning Resources Association (NCCCLRA). In 1985, NCCLRA renewed its commitment to the concept and published a position paper for reference and distribution.[7] Offering resources (print, non-print, human) with instructional services enhances the entire educational program of an institution. ACCESS, SERVICE, and INSTRUCTION are the primary functions of an LRC—an information network and instructional support system. More efficient management of resources and services, greater flexibility in the utilization of staff, facilities, and budget, financial accountability, coordination and cooperation—these are some of the "payoffs." The potential of a Learning Resources Program is far-reaching, including services to adults pursuing lifelong learning, especially Adult Basic Education, Adult High School and General Educational Development (GED) programs, services to the business and industrial community, and participation in consortia for resource and information sharing.

The North Carolina Consortium for Instructional Telecommunications (NCCIT), begun in 1978 and initiated by Durham Technical Institute, is an excellent example of networking in this state. The support services for instructional telecommunications which have been provided by the UNC Center for Public Television have been and are a notable contribution to education in North Carolina. The UNC Center for Public Television was created in 1980. *Telecourses* are now being offered through the combined efforts of the UNC Center for Public Television, the North Carolina

Department of Community Colleges, and other participating colleges and universities. Courses are offered on the semester system and range from eleven to fifteen weeks in length. Students register at their local participating college or university. Surely telecourses are a viable, convenient, and flexible option for learning—for college credit or for self-development. *Teleprograms*, such as "Just Around the Corner" (ABE), "Another Page" (Pre-GED) and "GED" are televised instructional programs which are serving adult learners at all levels and aiding in the fight to eliminate illiteracy in North Carolina. It is still shocking to realize that nearly a million adults in North Carolina (virtually one adult of each three) have only eight years of formal education or less, and almost a third of a million have no education beyond the fifth grade!

Teleconferencing is another important support service in the area of instructional telecommunications being offered by the UNC Center for Public Television. Teleconferencing—the transmission of a picture and sound to many receivers—allows groups to gather and participate in meetings, instructional programs, or workshop sessions. The Center has a portable satellite receiving dish which is available upon request (as scheduling permits) for member institutions of the University system, community colleges, and other state government agencies.[9] Placing these components—telecourses, teleprograms, and teleconferencing—under one umbrella (the Division of Educative Services) is another illustration of increasing coordination and cooperation by combining similar and vital components for efficient management and provision of quality instructional telecommunications for North Carolina adult learners.

In most of the North Carolina community/technical colleges and technical institutes, the Learning Resources Centers' personnel with their expertise have acted as local coordinators, liaisons, managers, and/or promoters of telecourses, teleprograms, and teleconferences. Of course, the curriculum department chairmen make the selections of courses to offer and the instructors, who register, meet students for orientation and exams; but the Learning Resources Center is always heavily involved in the dissemination of information about telecourses, the design and production of brochures, etc., and is customarily the "agent" who interacts with the Center for Public Television. It is usually an LRC staff member who arranges for leases and copies of the telecourses to be available for students who miss a "class" or need to review televised lessons before exams, and who distributes information from the Center for Public Television. The mechanics of telecourses are in place and may vary from institution to institution.

Hand in hand, the Learning Resources Center, the local college, and the Center for Public Television work together to provide the educational option of instruction by telecommunications. This partnership ensures a smoother operation and promotes communication, coordination, and cooperation within the institution and statewide. There is a similarity in the two: in both the Division of Educative Services of the UNC Center for Public Television and in the Learning Resources Center, similar functions have been amalgamated and coordinated so that the public can be better served. Through telecommunications North Carolina is exemplifying a partnership in education which meets the needs of a diverse group of people and institutions. This is another case of maximizing resources and services—an OPPORTUNITY and a CHALLENGE!

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Indexing Local History

Mary A. Hamil

If you are considering initiating an indexing project, "Historical and Genealogical Gold Mine: An Index Project for a Small Town Newspaper"[1] would provide a good background for some advance decision making.

All indexes done by the Davidson County Community College Learning Resources Center have been done manually on 3" x 5" index cards by library technicians whenever they had free time. The index was typed; and as part of the editing process, all references to one person, whether given with nicknames, initials, or full name, have been combined. Many indexers prefer listing each separately, which is certainly easier and safer, but it is not as helpful to researchers.

Basic decisions, such as word by word rather than letter by letter alphabetizing, filing of "Mc," and initials, have been made according to the rules by which catalog cards are filed.

Subject indexing is the most difficult to handle, especially in old documents, since terminology sometimes changes as the years pass. The term used in the document should be used but a *see reference* from the more current term increases the usefulness of the index. Chapter VI of Cleveland's *Indexing and Abstracting*[2] contains good guidelines on some of these points.

Even though there seem to be some problems involved in an automated system, a simple, inexpensive indexing program for the IBM PC is being sought by our staff. A discussion of automated vs. manual systems is included in an article by B.M. Hall in *Indexer*[3] for April, 1983.

This project began about five years ago when a staff member did a brief subject index for *Homespun*, a magazine published by the school children of Davidson County from 1973 to 1983. A copy of this index was sent to each public school in the county.

Mary A. Hamil is Director of Library Services at Davidson County Community College in Lexington.

The next effort was largely a name index and relied on the detailed table of contents to provide subject access to Dr. Jacob Leonard's *Centennial History of Davidson County*. This was undertaken largely as a means of answering reference questions on local history. When members of the newly formed Genealogical Society wanted to purchase copies, the Learning Resources Center (LRC) had the index printed by the campus print shop, commissioned a drawing of the old county court house for the cover, and discovered it had a sort of business sideline. Not only local individuals and institutions but libraries such as the Newberry in Chicago purchased copies!

The number of copies of the *Centennial History* index which were sold seemed to indicate that this project filled a real need and should be continued.

Our third publication was not a true index but rather an alphabetical arrangement of the records of the Evangelical Lutheran Congregation at Sandy Creek Meeting House. The transcription of these records was done by Mary Jo Shoaf, President of the Genealogical Society. The earliest record is a baptism which occurred in 1787. It is interesting to note the inclusion of a list of "culord members." One is specified as a free man, the others as servants (slaves?).

Davidson County has five churches dating from the mid-eighteenth century whose early records survive, so the staff began to access these. The oldest organized congregation in the area is Pilgrim. In actuality, three congregations, two Lutheran and one German Reformed, shared the

Pilgrim Building until 1903 when the Reformed group purchased the building at auction. In 1979, Rev. James E. Neese published a book called *The Dutch Settlement on Abbott's Creek* which is a history of Pilgrim Reformed United Church of Christ (the German Reformed Church, as a result of several mergers, became a part of the United Church of Christ in 1961). Rev. Neese did not include an index with his book, so the LRC produced one in the same format as the other two but secured in a 3M binder. This is the format we are still using for our indexes.

The next effort was to index Garland Hendricks' 1964 book, *Saints and Sinners at Jersey Church*. This 1775 Baptist church is of particular interest since there are over 70 slave members whose names appear in the record.

Abbott's Creek Baptist Church was organized in 1783, and their records are available on microfilm, but the Genealogical Society has indexed the earliest of these records in their *Journal*, so there is no need for the LRC to index them.

Most of the first indexes were primarily of the Lexington area, so fairness indicated that index number five should be a Thomasville history, *Wheels of Faith and Courage*, which was written by Jewel Sink in 1952.

During the 1984-85 year, Brenda James indexed *Rowan County, A Brief History*, written by James S. Brawley and published by the N.C. Division of Archives and History. This was chosen because Davidson County was formed out of Rowan. She has also indexed a bicentennial publication called *Historical Gleanings of Davidson County*.

The current project is a 120-page typescript of local history columns of a 1905 Lexington newspaper, *The Dispatch*. This is very interesting material since it contains much local folklore which has never been published in book form.

When an order is received for any one of the indexes, a small slip listing all the indexes and prices (mostly in the $4.00 to $5.00 range) is enclosed with the shipment. Copies of each index are sent to the Division of Archives and History and the North Carolina Genealogical Society. The Society lists the indexes in its publication and that takes care of our marketing effort.

We have also been involved with a hardback book, *Country College on the Yadkin*, by Virginia Fick, who teaches English at our school. Some of the material for her book was obtained from Davidson Room files in the LRC. Our Dean of Learning Resources, John Thomas, helped in the negotiations with Hunter Publishing Company; and our Audiovisual Coordinator, Michael Anthony, took many of the pictures.

North Carolina is fortunate to have had the *North Carolina Historical Review* and the University of North Carolina Press which have done an outstanding job of publishing North Carolina materials for more than half a century. Davidson County Community College's effort certainly is not in the same league with their products but does make a small contribution toward preserving our heritage and making it accessible. ■

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Bibliographic Instruction at Learning Resources Centers in North Carolina

Susan Janney

Whether or not it is a "self-evident social good,"[1] bibliographic instruction (BI) has become an issue, a discipline and even a "political movement"[2] to some librarians. Despite the revived interest in a service that learning resources centers (LRCs) have traditionally provided, little information is available on bibliographic instruction in North Carolina's community college system.

A survey of librarians at LRCs in the state was conducted during fall, 1985, to ascertain how they address the issue in philosophical and practical terms. Besides providing an overview of current adult "library literacy" efforts, the findings might encourage program evaluation, professional development and additional investigation in bibliographic instruction.

What is BI? — A Survey of the Literature

For purposes of this study, bibliographic instruction is defined as reference services that teach patrons how to use the LRC in particular and libraries in general — the "who, what, when, where, why and how" of library use. Depending upon the setting and objectives, instruction might entail individual reference service, orientation tours, workshops, classroom lectures and/or formal coursework. In this sense, the term encompasses the distinctions writers such as James Rice and Anne Roberts make among "levels" of bibliographic instruction.

Rice's hierarchy consists of "library orientation" (introducing "library facilities, the physical plant, the staff, the departments, and a few very commonly used resources")[3], "library instruction" (covering "more advanced techniques for information access and library use")[4] and "bibliographic instruction" (formal or complete coursework integrating "all levels of library orientation and library instruction")[5].

Roberts defines bibliographic instruction as the "intensive process of teaching ... efficient and effective" library use by elucidating "research methodology, search strategy, and the bibliographic structure of a given literature in a discipline."[6] In her view, bibliographic instruction plus "library orientation" (explaining "available library facilities and services") equals "library instruction."[7]

While library orientation is only a component or "level" of bibliographic instruction, it could be the mainstay of a program for most community college and technical institute students. Generally, curricula are not geared to the "use of sophisticated reference materials so necessary for upper level and graduate study. Instruction is seldom aimed at developing in-depth research competencies."[8] Moreover, vocational and technical coursework is generally not amenable to the "typical, successful library instruction programs keyed to research papers."[9]

Thus, given the community college/technical institute's mission, curricula and diverse student body, various approaches to bibliographic instruction should be offered. Ideally, the program would incorporate the following key elements of adult education: "1. several starting levels, 2. several profitable points of termination, and 3. several rates and directions of advancement."[10] Viewed from this perspective, bibliographic instruction and other kinds of reference work can form the continuum of an "integrated information services program."[11]

However, it should be pointed out that the objectives of bibliographic instruction programs "of necessity must be unique to each institution and be the product of that institution."[12]

Why BI?

The American Library Association urges all libraries to make user education "one of the primary goals of service" having the "same administration, funding, and staffing as do more traditional library programs."[13] The Association of College and Research Libraries Bibliographic Instruction Task Force guidelines exhort a library "not only to support the teaching function of its parent institution but also to actively participate in that function."[14] The program should be based upon a "written profile of the information needs

Susan Janney is Assistant Librarian at Caldwell Community College and Technical Institute in Lenoir.

of various segments of the academic community" and a "written statement of objectives."[15] The "Think Tank" recommendations assert that "competency in library research should be a fundamental goal of education. Effective bibliographic instruction" helps students understand the "nature of learning and scholarship, directly supports their coursework, and helps prepare them for self-directed life-long learning."[16]

It may be that "bibliographic instruction needs no more justification than instruction in composition or any of the liberal arts,"[17] but the issue often seems tenable when LRCs try to reach students in other classes. Students in vocational and technical programs, for example, "tend not to have prior library use experience and may be embarrassed or afraid to use the LRC, or may simply see no relevance in it."[18] Furthermore, their instructors also might not have had "library usage as an important part of their backgrounds. They are often not aware of what the LRC can do for them and their students."[19]

Adult students in general do not "identify as completely with the student role ... They have other responsibilities ... which compete for involvement."[20] Their participation in bibliographic instruction "will be shaped more by their own perceptions than by passive acceptance of the values of faculty and librarians."[21]

Then there is the danger of succumbing to the "head-in-the-clouds" approach preached by the "moral majority of the library profession."[22] Constance McCarthy warns that students who have been led to believe that they have been equipped "to use any library unaided, for any purposes, for the rest of their lives" are actually ill-prepared to face the complexity and dynamics of libraries.[23]

John Swan adds that "if bibliographic instruction is treated as an end in itself, a discipline for students to master, rather than a path to the mastery of real disciplines," the relationship between library use and learning can be obscured.[24]

Library instruction that instead encourages a realistic view of bibliographic research will not delude students that one outline or "tipsheet" can "encapsulate good research strategy for all disciplines."[25]

If students can also discover their "own power to get information," bibliographic instruction might provide the "incentive to continue learning begun in the classroom" or to devise personal learning projects.[26] Therein lies its relationship to adult education, or what is known as "lifelong learning or independent learning."[27]

Bibliographic instruction, then, can effectively support classroom teaching if it is practical and student-oriented. It can also serve as one component of a complete learning resources program. Even if it cannot induce most students to become independent, life-long library users, it might help to demonstrate the LRC's interest in their pursuit of lifelong learning.

Thus, given the community college/technical institute's mission, curricula and diverse student body, various approaches to bibliographic instruction should be offered.

What are North Carolina's LRCs Doing?

What are LRCs in North Carolina's community college system doing about bibliographic instruction? Manual searches of the literature and a database search by the State Library; inquiries at the libraries and library schools at Appalachian State University, East Carolina University, North Carolina Central University, UNC-Chapel Hill and UNC-Greensboro; and contact with the Library Orientation Instruction Exchange uncovered no studies on this specific subject. Consequently, the author conducted a survey during fall, 1985, to get some "baseline" information.

The survey instrument was a questionnaire incorporating key points covered in the ERIC publication, "Organizing and Managing a Library Instruction Program: Checklists;"[28] *Evaluating Bibliographic Instruction: A Handbook*, by ACRL's Bibliographic Instruction Section;[29] and *The Bibliographic Instruction Clearinghouse: A Practical Guide*, by the Bibliographic Instruction Section's Clearinghouse Committee.[30] Nineteen multiple- and forced-choice questions covered bibliographic instruction program planning, administration, implementation and evaluation. A final section employed a Likert scale to elicit attitudes about such issues as the role of public schools, library schools and professional organizations in bibliographic instruction. Most items permitted alternate responses, and comments were encouraged.

A questionnaire and cover letter were mailed to the director or reference librarian (depending upon staff size and job titles) of each LRC in the community college system. Forty-eight of the 58

questionnaires were returned, an 83% response rate. Several participants wrote notes on the survey, supplied sample program materials and provided follow-up telephone interviews.

Results of the survey are summarized below, following the format of the questionnaire. (Note: Some questions were not answered by some participants. Thus, percentages and other statistics are based upon the total number of responses per item.) A complete copy of the survey follows.

1. What types of BI are provided? As shown in Table I, the most prevalent approach to teaching library skills is the orientation tour, followed by individualized instruction/reference service. Seven schools also require bibliographic instruction (at least for some students), and five offer an elective course.

TABLE I

Types or "Levels" of Bibliographic Instruction

Types of BI	% of LRCs	No. of LRCs
Required course	.15	7
Elective course	.10	5
Course-related/course-integrated	.50	24
Workshops or term-paper clinics	.19	9
Individual classroom lectures/demos.	.52	25
Orientation tours	.88	42
Individualized instruction	.67	32

48 respondents = 100%

2. What is usually taught? Virtually all of the programs (98%) cover general instructions for using basic "research tools" (i.e., the catalog and periodical indexes), the LRC's layout and how to locate materials (96%), and information on resources, policies and procedures for patrons (92%). Seventy-one percent of the programs introduce research techniques. Less than half offer detailed instruction about research, the classification system, reference works and audiovisual media (including computer software). This advanced instruction is offered in the BI courses and in some orientations.

3. What media/methods are used? The lecture method is used most often (88%), followed by the use of library reference exercises (65%), audiovisual media (63%), and handouts (62%). Self-instructional modules are used at only four, or eight percent, of the schools.

4. When is BI offered? Fall is the busiest quarter, when most LRCs are orienting new students. Bibliographic instruction (all types) is offered an average of 18 times then. Averages for other quarters are: spring, 11; winter, 10; and summer, 7. Three LRCs noted no BI activities during summer quarter, but one reported 50.

5. How many people are taught annually? Estimates range from 2,000 participants at one school to 100 at two. The median number is 350; the mean, 523.

6. Does the LRC administer BI? At seven of the 48 schools represented, the LRC is not responsible for all, or most, of the BI on campus. Alternatives cited include: work with a faculty liaison, independent work by some faculty, and the incorporation of BI into other courses (course-integrated BI).

7. Who usually implements BI? At half of the schools, a "designated LRC staff member" usually provides the instruction. The LRC director teaches most often at 39% of the schools. At 11 schools (24%), the LRC and the faculty jointly provide BI; at eight (17%), an instructor often works independently.

Some of the alternative approaches noted above are exemplified by the programs at Carteret Technical College (required course), Vance-Granville Community College (elective course) and Mitchell College (course-integrated).

Carteret's Library Science 1000 course (General Education curriculum) parallels the one East Carolina University requires of all new students. In fact, LRC director Ed Shearin teaches it as an adjunct professor of ECU's continuing education division. The course is a co-requisite (with the English "research paper" course) for college-transfer candidates. The 1.5 credit-hour course is offered fall, winter and spring quarters. Classes are held two hours a week. Instruction centers upon general research principles and their application. The basic text is a booklet compiled by Dr. Shearin, which is sold in the bookstore. Students are graded on assignments, tests and the completion of a "pathfinder" or bibliography. Most of the coursework is done at Carteret's LRC, but students take at least one "field trip" to ECU's Joyner Library. This fall, the LRC will provide orientations for the technical English course required in vocational/technical programs.

Vance-Granville offers an elective "Library Services" course (English 105) every quarter. An average of 12 students enroll for each class. Taught by librarian/instructor Frank Sinclair, the course acquaints students with print and nonprint media, A/V equipment, the LRC's resources and services, and research techniques. Reference questions, exercises and tests cover such areas as: the Dewey Decimal System, the catalog, general and specialized reference works, periodicals, microforms and bibliography (in principle and practice). Evaluation is based upon assignments and a final exam.

Until recently, Mitchell's college-parallel students took a requisite research skills course for one quarter-hour credit in English. In fall, 1985, the instruction was integrated into English 151, the "research" course. Basic library tools and skills are introduced, and students get experience in using the LRC. Their participation is factored into their final grade.

Marcia Bradshaw, LRC director, begins with a one-hour classroom session for each section of the course (nine were open last fall). Transparencies and a videotape, "The Mitchell LRC" are shown, and a "topic list" is distributed. (The course requires a research paper, and the LRC lists various topics on which it has sufficient resources.) Students also complete an exercise using the catalog, periodical indexes and Newsbank. Copies of "A Reference Guide to the Mitchell LRC" are available at the reference desk for student use. The LRC also provides similar instruction in the technical English course required for vocational/technical students.

All three LRCs (as well as many others) offer a range of reference services, including program-related orientations, to support bibliographic instruction.

8. Do faculty support BI? Giving rough estimates of what percentage of the faculty/staff support BI efforts, the LRCs perceived the most cooperation in the integration of BI into classes (mean percentage: 43) and in the assignment of classwork requiring the use of LRC materials (40%). Approximately 30% of the faculty and staff promote BI and/or LRC use, and accompany students during BI sessions. A mean of 27% request orientations. Still fewer plan BI with the LRC staff (18%), require their students to master library skills (16%), personally receive BI (15%), help evaluate BI (13%), and invite LRC staff members to departmental meetings (12%). The lowest level of apparent participation was in presenting BI jointly with the LRC staff (10%).

9. How is BI promoted? By far, the most frequent means of promoting BI is through discussions with faculty/staff patrons at the LRC, or with those who frequent the LRC (used by 94% of the LRCs). Eighty-one percent use handbooks, handouts and other materials. Other popular avenues of promotion include: discussions with student patrons (66%), discussions with faculty/staff "non-patrons" (53%) and information in college handbooks and catalogs (53%). Eight LRCs (17%) use the student newspaper; five (11%) use the local newspaper. One each use the school's cable television channel and departmental meetings.

10. Who usually receives BI? Seventy-two percent of the LRCs frequently provide BI oriented to students in a particular course (usually an English course). Forty-eight percent concentrate on students in a particular program, usually nursing. Other "target" groups include: associate degree candidates in general (46%) and evening students (33%). Only 24% of the programs are geared to technical and vocational students. Seventeen percent typically involve Adult Basic Education students. Regular BI sessions for faculty and staff were reported by 13% and 4%, respectively, of the LRCs.

A primary goal of most of the BI programs (92%) is, indeed, "to help students find sources for their assignments."

11. What are the goals? A primary goal of most of the BI programs (92%) is, indeed, "to help students find sources for their assignments." Eighty-five percent seek to "promote student LRC use in general." Promoting "life-long learning" is a goal of 75% of the programs, while 69% try to encourage faculty/staff use of the LRC.

12. What are the guidelines? More than half (60%) of the LRCs represented do not have a written policy, statement of goals and objectives, and set of procedures for their BI program. Ostensibly, most of them do have some written or informal guidelines for this and/or other reference services.

13. How are needs assessed? Seventy-three percent of the LRCs consider curriculum requirements in determining needs for bibliographic instruction. Slightly fewer, 71%, take into account faculty and staff comments. Students' comments figure into the assessments at 58% of the LRCs, and one-half of them note recurring reference questions. At three (6%) of the schools, BI pre/post-tests are given.

14. Is BI evaluated? Sixty per cent of the LRCs "continuously and systematically" evaluate their efforts in bibliographic instruction.

15. How is BI evaluated? The factor most of the LRCs (77%) use in program evaluation is "comments by students." Seventy-five per cent rely upon "comments by faculty and/or staff participants." Twenty-nine, or 65%, of the LRCs note "changes in the types of reference questions asked." Eight (18%) LRCs use "post-instructional questionnaires."

16. How does BI rate? Table II lists the ratings the librarians gave to their BI program's methods/media and results/effectiveness. Most of the respondents are satisfied on both counts.

TABLE II

Self-Ratings of Programs

Methods/Media		Results/Effectiveness	
Rating	%, (Resp.)	Rating	%, (Resp.)
Inadequate	0% (0)	Below expect.	9% (4)
Needs some improvement	41% (19)	Near expect.	41% (19)
Good	63% (29)	Meets expect.	46% (21)
Very good	7% (3)	Exceeds expect.	4% (2)

46 respondents = 100%

17. What affects program quality? The most common impediment to implementing or improving bibliographic instruction is "insufficient time to work out the logistics" (e.g., needs assessment, teaching methods, evaluation). Fifty-three per cent of the librarians reported that they wrestle with this problem. A contender is the "need for more LRC staff," cited by 51%. Forty-five per cent point to "low faculty/staff support," while 19% choose "low student support." Only one librarian noted the problem of "low LRC staff support."

18. What will improve BI? The plans or priorities the LRCs have for improving their bibliographic instruction include the following: working more closely with faculty and staff (68%), working on program logistics (41%), investigating additional modes of instruction (such as CAI and telecourses) (34%), and improving publicity (34%). Twenty per cent will encourage professional development in BI. Only seven per cent will seek additional funding.

19. What is best for "neophytes"? The question, "How do you think library skills are most effectively learned at your school by those who have never, or seldom, used a library?" brought the following responses (Note: 47 of the 48 LRCs responded; some chose several alternatives. Percentages are based upon the number of "votes" each item received.):

informally, as needed ..... *74% (35)*

in a "subject" course, with teacher's help ..... *38% (18)*

in a short-term BI session (e.g., orientation) ..... *34% (16)*

in a BI course 11% (5)

other: "assignment-related," "reference exercises" ..... *4% (2)*

20. How significant is BI? Table III reproduces responses to the last item on the questionnaire. Essentially, most of the librarians agreed that:

BI is and should be an important service

faculty should be involved in BI (by requiring or providing basic BI)

teacher training should cover BI

library schools should stress BI

public schools should require BI

professional development in BI is available

the profession acknowledges the significance of BI

Summary

The survey findings suggest that these LRCs — and others in the state — generally take a

TABLE III

Positions On BI Issues

Issue	% of All Responses SA	A	No. of Responses D	SD*
BI is a minor element of my LRC's services.	2% (1)	23% (11)	40% (19)	34% (16)
BI should be an important element of my LRC's services.	70% (26)	46% (17)	8% (3)	3% (1)
The faculty at my school should teach their students basic library skills.	4% (2)	47% (21)	36% (16)	13% (6)
The faculty at my school should see to it that their students know basic library skills.	38% (18)	47% (22)	13% (6)	2% (1)
Prospective teachers should master, and be able to teach, basic library skills as part of their education.	29% (13)	62% (28)	7% (3)	2% (1)
BI needs more emphasis in library schools' curricula.	33% (15)	54% (25)	13% (6)	0% (0)
BI should be required in the public schools.	52% (24)	43% (20)	4% (2)	0% (0)
Avenues for professional development in BI (i.e., NCLA, LRA workshops, news on BI, etc.) are available to me.	12% (5)	58% (25)	28% (12)	2% (1)
The need for, and value of, BI is underrated by the profession.	12% (5)	40% (17)	47% (20)	2% (1)

*Key: SA — Strongly Agree A — Agree D — Disagree SD — Strongly Disagree

practical, appropriate approach to bibliographic instruction and are cognizant of the professional and educational implications of the issue.

The author believes that the subject warrants additional study, particularly in the areas of bibliographic instruction for vocational/technical students, faculty involvement, and the coordination of efforts with library and public schools.

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Survey On LRC Bibliographic Instruction

1. What type(s) or "level" (s) of bibliographic instruction (BI) does your LRC provide?
   - ☐ required course (av. enrollment: _____ when offered _____)
   - ☐ elective course (av. enrollment: _____ when offered _____)
   - ☐ course-related or course-integrated sessions
   - ☐ workshops or term-paper clinics
   - ☐ individual classroom lectures/demonstrations
   - ☐ orientation tours
   - ☐ individualized instruction
2. What is usually "taught" during BI?
   - ☐ the LRC's layout: locating the catalog, collections, etc.
   - ☐ the LRC's resources, policies and general procedures for patrons
   - ☐ general instructions for using basic "research tools" (i.e., catalog, periodical indexes, etc.)
   - ☐ detailed instructions on the classification system, choosing and using reference works, etc.
   - ☐ using A/V media (including computer software)
   - ☐ general instruction on research techniques
   - ☐ detailed instruction on research techniques
   - ☐ other: _____
3. What instructional media and methods are used?
   - ☐ lectures
   - ☐ A/V media
   - ☐ self-instructional modules
   - ☐ classroom exercises
   - ☐ library reference exercises
   - ☐ research projects
   - ☐ tests or quizzes
   - ☐ bibliographies
   - ☐ handouts
   - ☐ handbooks
   - ☐ displays, point-of-use instructions
   - ☐ other: _____
4. How many times is BI (all types) usually provided each quarter?
   _____ fall _____ winter _____ spring _____ summer
5. Approximately how many people are "taught" each academic year? _____
6. Is the LRC responsible for all or most of the BI at your school?
   _____ yes
   _____ no (please explain): _____
7. Who usually implements BI?
   - ☐ the LRC director
   - ☐ a designated LRC staff member (position): _____
   - ☐ most of the LRC staff, as needed or on a rotating basis
   - ☐ LRC staff and faculty member(s) jointly
   - ☐ faculty member(s)
   - ☐ other: _____
8. Roughly estimating, what percent of the faculty and school staff:
   - ☐ Request LRC orientations for their students
   - ☐ Accompany students during BI sessions
   - ☐ Plan BI jointly with the LRC staff for their students
   - ☐ Present BI jointly with the LRC staff to their students
   - ☐ Help evaluate BI
   - ☐ integrate BI into their instruction

- ☐ Make assignments requiring the use of LRC resources
- ☐ Require that their students master basic library skills
- ☐ Personally receive BI
- ☐ Promote BI and/or LRC use
- ☐ Invite LRC staff members to departmental meetings

9. How does the LRC promote BI?
   - ☐ via discussions with student patrons
   - ☐ via discussions with student non-patrons
   - ☐ via discussions with faculty/staff patrons
   - ☐ via discussions with faculty/staff non-patrons
   - ☐ via posters and/or displays
   - ☐ in LRC handbooks, handouts, etc.
   - ☐ in faculty/staff newsletters
   - ☐ in the student newspaper
   - ☐ in college catalogs and handbooks
   - ☐ in circulars distributed to the public
   - ☐ in local newspaper
   - ☐ other: _____
10. What group(s) receive BI most often?
   - ☐ students in a particular course: _____
   - ☐ students in a particular program: _____
   - ☐ A.A., A.A.S., etc., degree candidates in general
   - ☐ occupational diploma (voc/tech) candidates in general
   - ☐ ABE/GED students
   - ☐ evening students
   - ☐ continuing education students
   - ☐ special credit students
   - ☐ faculty
   - ☐ staff (non-LRC)
   - ☐ community patrons
11. What goals does your LRC have for those who receive BI?
   - ☐ to help students find sources for their assignments
   - ☐ to help students meet certification requirements
   - ☐ to help students prepare for college transfer
   - ☐ to promote student LRC use in general
   - ☐ to encourage "life-long learning"
   - ☐ to acquaint faculty and/or staff with LRC resources
   - ☐ to promote faculty and/or staff use of the LRC
   - ☐ other: _____
12. Does your LRC have a written policy, statement of goals and objectives, and set of procedures for BI?
   - ☐ yes ☐ no
13. What factors are considered in assessing needs for BI?
   - ☐ LRC use patterns and/or circulation statistics
   - ☐ recurring reference questions
   - ☐ comments by students
   - ☐ comments by faculty and/or staff
   - ☐ student surveys
   - ☐ faculty and/or staff surveys
   - ☐ institutional self-study recommendations
   - ☐ student-body profiles
   - ☐ curriculum requirements
   - ☐ area occupational needs
   - ☐ pre- and post-tests given during BI sessions
   - ☐ other: _____
14. Does your LRC continuously and systematically evaluate its BI?
   - ☐ yes ☐ no
15. What factors are considered in formally or informally evaluating BI?
   - ☐ changes in LRC use patterns and/or circulation statistics
   - ☐ changes in the types of reference questions asked
   - ☐ comments by student participants
   - ☐ comments by faculty and/or staff participants
   - ☐ results of post-instructional questionnaires
   - ☐ results of BI tests and/or exercises
   - ☐ other: _____
16. How would you rate, overall, the BI program on:

methods and media	**results/effectiveness**
☐ inadequate	☐ below expectations
☐ needs some improvement	☐ near expectations
☐ good	☐ meets expectations
☐ very good	☐ exceeds expectations

17. What factors impede the implementation or improvement of BI?
   - ☐ insufficient time to work out the logistics (e.g., needs assessment, teaching methods, evaluation)
   - ☐ inadequate or insufficient instructional materials
   - ☐ inadequate support funding
   - ☐ the need for more LRC staff
   - ☐ low LRC staff support
   - ☐ low faculty/staff support
   - ☐ low administration support
   - ☐ low student support
   - ☐ insufficient publicity
   - ☐ other: _____
18. What plans does the LRC have for improving BI?
   - ☐ working on program logistics
   - ☐ investigating *additional* modes of instruction (e.g., CAI modules, telecourses)
   - ☐ securing additional funding
   - ☐ encouraging professional development in BI
   - ☐ working more closely with faculty and/or staff
   - ☐ improving publicity
   - ☐ other: _____
19. How do you think library skills are most effectively learned at your school by those who have never, or seldom, used a library?
   - ☐ informally, as the need arises
   - ☐ in a subject-area course, with the teacher's guidance
   - ☐ in short-term BI session (i.e., orientations, etc.)
   - ☐ other: _____
20. For the following items, please indicate whether you:
   SA — strongly agree
   A — agree
   D — disagree
   SD — strongly disagree
   - ☐ BI is a minor element of my LRC's services
   - ☐ BI should be an important element of my LRC's services
   - ☐ The faculty at my school should teach their students basic library skills
   - ☐ The faculty at my school should see to it that their students know basic library skills
   - ☐ Prospective teachers should master, and be able to teach, basic library skills as part of their education
   - ☐ BI needs more emphasis in library schools' curricula
   - ☐ BI should be required in the public schools
   - ☐ Avenues for professional development in BI (i.e., NCLA, LRA workshops, news on BI, etc.) are available to me
   - ☐ The need for, and value of, BI is underrated by the profession

MANY THANKS for your kind assistance ... and any additional comments you have.

Plese return the survey by Oct. 14th

Susan Janney, Assistant Librarian
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The COMCAT Chronicles:
The North Carolina Community Colleges Union COM Catalog Project

Linda S. Halstead

During 1982, deliberations of the Automations Committee of the North Carolina Community College Learning Resources Association included discussion of a possible major project. As the automation trend approached our libraries, the Automations Committee, in its leadership role for the community college system, was immediately concerned that some colleges under pressure to begin library automation might undertake projects that did not adhere to MARC standards. The committee was also apprehensive that automation systems might be chosen which would inhibit future networking capabilities.

In March, 1983, upon a recommendation from Shirley McLaughlin, LRC Director for Asheville-Buncombe Technical College, the Automations Committee adopted a COM catalog project. Marge Lindsay, then networking consultant from the North Carolina State Library, and Vera Fessler, a representative from General Research Corporation, offered valuable information and support to the committee in making decisions concerning the project.

The committee decided that a COM catalog project would allow libraries to begin working toward automation by building a data base in standard MARC format. This data base could be updated by loading Solinet records made available through the North Carolina Community College Media Processing Services. Further, this project would give the committee additional time to study automation systems and formulate recommendations for library automation. The COM catalog would be a useful by-product allowing libraries to provide inexpensive microform copies of catalogs to off-campus teaching locations. This would benefit students on these campuses and help the colleges comply with new Southern Association of Colleges and Schools criteria requiring services at off-campus sites. The committee members also felt that a union catalog might enhance the chances for outside funding while improving interlibrary loan services among participating colleges. As a consortium, they could be assured of better prices from vendors; and the consortium would serve as a vehicle for training and support as other colleges endeavored to develop COM catalogs.

In addition, the committee decided to send a questionnaire to all learning resources centers in the community college system to ascertain interest in the project if, by chance, full or partial funding were available. When results of the questionnaire were obtained, a proposal to Occupational Education Research Services in the Department of Community Colleges would be submitted.

General Research Corporation (GRC) was selected as the vendor because of time constraints in submitting the proposal and the immediate availability of price information. Also, possible advice and support were available from Caldwell Technical Community College personnel, who had also chosen GRC as their COM vendor. Committee members had good reports about GRC, and had heard horror stories about conversion projects through other vendors. GRC had offered special consortium prices, and the committee felt it would be best to keep to a minimum the number of vendors building different data bases within the community college system. Using the same vendor would be less complicated in the long run and improve networking and system compatibility.

The committee sent out 58 questionnaires in March. Thirty-five of these were returned. Twenty-two colleges were interested in the project if it were fully funded, and ten were interested even if partial funding were available. Since only limited funding was available from Occupational Education Research Services, these ten institutions were contacted to determine their willingness to participate. Nine colleges were included in the proposal: Asheville-Buncombe Technical College, Central Carolina Technical College, Central Piedmont Community College, Guilford Technical Community College, Rowan Technical College, Sampson

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Technical College, and Wilson County Technical Institute.

The proposal was delivered in June, and in August the committee was notified that the project was not funded. A meeting was held that month at Central Carolina Technical College to decide whether or not to proceed with the project. Central Carolina Technical College offered to serve as the coordinating/billing agency for the consortium. The decision was made to organize independent of the Learning Resources Association. Those institutions that wished to be included in the consortium were asked to notify the project coordinator by September 15.

As work progresses, it is important to keep up with the editing process.

The original eight project institutions were Asheville-Buncombe, Brunswick, Carteret, Central Carolina, Guilford, Rowan, Sampson, and Wilson. In September the consortium members discussed the COM catalog process, decided how often catalogs would be produced, who would be the contact person at each institution, and if any other union products were desired. By late September, a contract was received from GRC, and in mid-October the consortium members met at Central Carolina Tech to develop parameters which would determine the appearance of the catalogs. In November the members met at Guilford Technical Community College for a training workshop led by personnel from Caldwell Technical Community College. The parameters and final contract were then mailed to GRC.

The new year brought new members for the consortium. Vance-Granville Community College and Cape Fear Technical Institute joined in January and Craven Community College in April. The first input was sent by Wilson Tech in February 1984. Most of the other original eight institutions began inputting in March and April. In May, Media Processing Services offered to conduct MARC workshops for the members. This helped to conquer fears about MARC coding. Several meetings were held throughout the year to discuss the progress of the project and problems being encountered.

By January 1985, the consortium members were feeling fairly confident about the system when GRC informed the group that they would be phasing out the present method of input and changing to microcomputer input through their new software, COM/QUEST. This announcement caused considerable panic. A few institutions were happy with the change, but most were concerned about requesting more equipment money as well as adjusting to a new system. In February, the decision was made to contact other vendors and explore other available options to reassure the consortium that GRC was the best vendor for the project.

In March 1985, Media Processing Services requested Solinet archive tapes which were available for the period of August 1983 through December 1984. During the LRA Conference in March, subcommittees were organized to review vendor proposals and to do research on COMCAT orientation for patrons and staff.

In June, Media Processing Services notified the consortium that they were subscribing to archive tapes for all the community colleges, allowing records to be extracted for COMCAT updates. A meeting was held at Carteret Technical College for a GRC COM/QUEST demonstration. This demonstration and the report of the subcommittee studying vendor proposals resulted in the decision to retain GRC as the project vendor.

During the summer, consortium members worked frantically to complete their data input before the final cut-off date in September. Only three colleges finished inputting their monographs entirely. The others plan to complete monographs during the coming year, clean up the inevitable errors, complete authority work, and, in most cases, input audiovisual collections. Some of the members who began to use QUEST during the summer rush were surprised and pleased with the speed of the new process.

In October, the colleges received their COM catalogs. Union catalogs were also mailed. The following month, Shirley Gregory, Librarian at Wilson Tech, became project coordinator. Southeastern Community College was welcomed into the group as a new member of this growing consortium.

Membership in the consortium is flexible, allowing new members to join at any time. To join the consortium, a college contacts the project coordinator, who sends the new member information and helps to establish parameters and procedures. The new member sends the coordinating institution a letter of commitment agreeing to be responsible for its share of the costs of the project.

In addition to responsibilities for the orientation of new members, the project coordinator handles day-to-day problems, serves as liaison

between the vendor and consortium members, disseminates information about the project, serves as a general resource person, calls meetings when required, and bills members for their share of the NCCC Union COM Catalog Project invoice from GRC.

Some questions that need to be addressed before considering a COM catalog project concern the physical and human requirements, the procedures, the cost, customer support, and the potential for finding a match, or hit, with the bibliographic records available in the vendor's data base. These questions can be answered from the experience of the NCCC Union COM Catalog Project with General Research Corporation only. A questionnaire was sent to the project participants to aid in the formulation of answers to these questions.

Concerning the question of physical requirements, initially the inputting process required an IBM Selectric typewriter equipped with a special typing element, special ribbon density, and special computer paper designed for optical character recognition (OCR) typing. Computer errors resulted from wrinkles, spots, or flaws in the paper, faulty ribbons, or poorly corrected typing errors.

GRC later phased out this system and advised the consortium that the new contract of November 1, 1985 would require the use of their COM/QUEST software. The hardware required for QUEST included: an IBM-PC compatible microcomputer, PC-DOC 2.0 or later, with 256K of memory; a single disk drive; monitor; and a 1200 baud modem. No problems occurred from using a telephone line through the college switchboard. This line was specially programmed to allow direct long distance dialing for inputting COM catalog data, on-line searching through Dialog, and electronic mail.

Concerning the question of personnel, the project places a heavy load on staff. In a small library, it is difficult to take on any other projects while conversion is under way. This was the most frequent negative response mentioned by project participants. Three questionnaires were not received from the consortium members; but of those received, six replied that they had hired additional staff. In all but one institution this was a full-time position or the equivalent in part-time personnel.

It is, perhaps, ideal to have one full-time person responsible for the whole procedure. Participants found that the person need not be a professional. Clerical personnel were trained very successfully to fill the position. It is more important that the person hired be someone who is detail conscious and capable of sustaining interest and attention through the often boring periods of straight numerical input. In answering a question concerning how comfortable the person felt doing MARC coding, all replied that once the person actually became involved and had some experience coding some records, they lost their initial fears and began to feel quite comfortable.

Several of the participants had problems with turnover among staff members assigned to the project, which resulted in additional time spent in training new personnel. Because of the temporary nature of the position, it would be wise to expect to lose personnel to permanent positions elsewhere. One of the project participants suggested training a back-up person for each project task. If the person is not a professional, then professional time must be allotted to answer questions resulting from coding records and from problems discovered through editing the bibliographic record retrieved from the data base. If the record which was pulled from the vendor's data base to match an ISBN or LCCN does not precisely correspond with the shelf list card, decisions must be made about whether the differences are acceptable. A record of decisions made would help this editing process proceed more smoothly while assuring consistency and helping to eliminate repeat questions.

Of the eight institutions returning questionnaires, five utilized work-study students. They were given tasks such as inventory, matching edit sheets and shelf lists, proofing, typing, looking up ISBNs and LCCNs, filing, and sorting. Union members changing to LC classification during the conversion process also trained students in re-labelling cards and books.

As a rule of thumb, the following procedures apply for most conversion projects. Begin by weeding the collection. Don't waste valuable time inputting materials that should be discarded. Then take an inventory of the collection to avoid including materials that are missing. If the shelf list does not have an ISBN or LCCN, check the books during the inventory process. Most vendors use these numbers to match books with bibliographic records in their data base. The project participants were instructed to prefer an LCCN over an ISBN when inputting and an ISBN on a card over one in a book when they were different. The COMCAT group consulted the following sources to locate numbers: the book itself, *Books In Print*, the union microfiche for the Kansas Network (provided by GRC), *American Book Publishing Record*, the Dialog Remarc data base, and Media Processing Services. Based on our own ex-

perience at Central Carolina Tech, coding a record was quicker than consulting several sources. Only the book and the Kansas Network microfiche were checked. Later in the project, many problems were solved through the assistance of Media Processing Services staff, saving the participants many hours of searching and coding. If a change to LC classification is contemplated, remember when checking for ISBNs and LCCNs to record a call number that might appear in the book or on a union list if one does not appear on the shelf list card.

The next step is to begin inputting records, making sure to record what has been done with each bibliographic item. For example, was a LCCN typed or was it an original entry, has it been edited, was it xeroxed and sent somewhere for searching, etc.? The Record Control Number was circled or written on the shelf list when the checking was completed. This Record Control Number is the number assigned to the bibliographic record in the data base and must be used when updating or deleting a record. At Central Carolina the project staff made an initial pass through our card catalog, inputting all records which showed an ISBN or LCCN. Through the editing process the staff could then become more comfortable with a MARC record. One of the other colleges input their collection by completing one shelf list drawer before beginning another.

The Library of Congress published *MARC Formats for Bibliographic Data*, a helpful reference for use in MARC coding decisions.

As the work progresses, it is important to keep up with the editing process. It is so easy to get behind in the beginning when a large percentage of the collection is being input. This is especially true when using the method of entering all available ISBNs and LCCNs at once. In planning deadlines, remember to allow extra time at the end of the project for final clean-up and authority work.

Vendor costs averaged 25 cents per record. Those schools responding to the questionnaire reported costs were very close to their budget estimates. The vendor costs included data base maintenance, input charges, edit lists, freight charges, production costs for 14 union catalogs and an average of 8.64 individual catalogs, authority control for a few schools that had completed their authority work, cross references, software licensing, user manuals, and the supplies used in the beginning of the project for OCR input. These figures do not include staff and equipment costs which have varied from institution to institution. The union catalog is expensive to produce; however, consortium members share other costs, such as data base maintenance and software licensing. Having the union catalog for interlibrary loan purposes is an obvious benefit to the participants.

Customer support from GRC was excellent. They provided a toll-free number, and were willing and available to answer all questions. When problems were discovered, they helped solve them.

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Shirley McLaughlin determined, with a few edit lists remaining to be checked, that Asheville-Buncombe Tech had averaged spending approximately 9.5 minutes per title. With the first college inputting in February 1984, four more beginning in March, three more in April, and one more in May, by July the colleges had entered 53 percent of the records that would comprise our data base fourteen months later. There are two reasons for this. First, most of the participants went completely through their shelf list catalog inputting ISBNs and LCCNs before tackling problems. Secondly, project staff members were not at this time heavily involved with editing. Five of the colleges responded that their staff had coded an estimated average of 17.4 percent of their collection for original input.

Seven of the eight institutions responding to the questionnaire stated that the project had taken longer than planned. Comments were: "Such projects USUALLY take longer than anticipated." "No previous experience upon which to base time requirements." "Staff changes required retraining ..."

The project went faster and smoother for those libraries that chose not to convert their collections from Dewey Decimal classification to the Library of Congress system. Their staff had less difficulty matching edit lists and did not have to spend time looking for classification numbers

which did not appear on the data base record. However, only one institution that had chosen this time to reclassify its collection had second thoughts about the decision. The majority felt that this was the best time to complete this additional project, and that the LC classification system was better suited to technical collections. Some libraries had several shelves of books for a particular curriculum classified in one truncated Dewey number. Many of the call numbers had changed through different editions of Dewey. Since a change in classification was considered necessary, it would be best to incorporate this process into the project. Staff and patrons would then have time to become familiar with the new system before automation required a further adjustment. If automation seems traumatic for some people in any case, the less complicated the process the more likely the new technology will be accepted by both staff and patrons.

The final data base report showed an overlap of holdings of only 30.6 percent.

The final data base report showed an overlap of holdings of only 30.6 percent. This relatively small percentage was surprising given the fact that the collections are small and contain many of the same reference books. Also, there is duplication of curricula among many of the colleges.

Since the first union catalog and individual COM catalogs were delivered in October 1985; it is still too early to assess the impact of the union catalog on interlibrary loan activities as well as to determine the acceptance of the COM catalog by library patrons. In most cases, the colleges are still in the process of changing old Dewey book labels to the Library of Congress call numbers appearing on the COM catalog. Patrons who have used the COM catalog, however, seem to be accepting the new format.

It is expected that the union catalog will expedite the response time for interlibrary loans by allowing each college to call directly the library owning requested material and have it delivered through the state courier. Many of the institutions have already joined the North Carolina Educational Computing Service's Mail/News service and plan to use this for interlibrary loan requests and messages. With subject access to collections, the consortium members can now fill many requests previously referred to libraries outside of the community college system. This will strengthen our already strong cooperative ties and may lead to further networking.

At the beginning of the project library personnel expressed various rationales for converting to a COM catalog: a first step towards automation; a desire to be ready to participate in area and statewide networking; easy conversion to LC classification; elimination of manual labor involved in catalog card maintenance resulting from revisions of Dewey, AACR II, new filing rules; elimination of filing cards altogether; provision of multiple catalogs in various locations; elimination of space problems in housing additional card catalogs; and provision of a union catalog for interlibrary loan.

The project was a new challenge and a learning experience for all of the consortium members. Each of the participants has gained valuable information that it is willing to share with others contemplating a conversion project.

Although the group reports having a stressful year, they were fortunate to have library staff members who could see the advantages of the project. At meetings, the positive attitudes of the members were impressive. The project participants felt that automation was imminent and wanted to be prepared to take advantage of it as soon as it became feasible for them. It is, perhaps, understandable that in technical and community colleges many librarians are open to new technology. When automation reaches us, we will be standing with our magnetic tape in hand, ready and waiting and waiting and waiting .... ■

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The Educational Preparation Available for LRC Professionals

Joanne Sneed and Lee W. Finks

The learning resources center of the two-year college gets very little attention from the research sector of librarianship, especially compared to the academic, school and public library. The reasons for this can only be guessed at: our practitioners are busy and problem-oriented people, and library school professors seem to find other areas more to their taste.

One of the few things that seems to be generating research into the learning resources center is the much dreaded "master's paper" that is still required in many MLS programs. One of the authors of this article recently went through this familiar ordeal, concentrating her attention on the LRC—specifically on the educational preparation available for the two-year college librarian.

In reviewing the literature on the subject, the investigators encountered a recurrent theme. Two-year colleges were different in substantive ways from other types of academic institutions and had a different sense of mission that required a different way of doing things. This carried over to the learning resources center. Research reports and academic writings reflected a strong belief that this new library form required a type of library education different from that which was traditionally available. Other research probed the curricula of library education and found a scarcity of courses that were aimed at preparing the LRC librarian.

This phenomenon—the gap between the perceived need for special preparation and the actual availability of special preparation—became the focus of this piece of research. A questionnaire was sent to all fifty-nine of the ALA accredited library schools in April of 1985. It sought information about curricular and noncurricular offerings, and also probed educators' attitudes towards this particular area of professional education.

Review of Past Research

A review of pertinent research done over the past twenty years in response to the development of the learning resources center program should help the reader to understand the present-day problem.

In 1968, Fritz Veit recognized that junior colleges were changing, that public junior colleges were becoming larger institutions with a community orientation and that this changed the nature and extent of library services.[1] Concerned with the preparation of librarians for junior and community college work, he collected data on the offerings of ALA accredited library schools. He submitted to each a short questionnaire which drew information on special courses offered, workshops and institutes for practicing librarians, etc.

All schools responded to this survey and it showed that not a single school included a course designed for this type of library. Two schools offered seminars and two held or co-sponsored workshops, institutes or conferences on the junior college library. Schools having courses dealing with specific types of libraries advised students to take the college and university libraries course. In a considerable number of schools more specific attention was given through the option of directed reading or the selection of pertinent reports.

Veit concluded that educators felt preparation for community and junior college librarianship was essentially the same as for four-year college librarianship. It was recognized that each had its own characteristics which deserved special consideration. He did not foresee the addition of courses in the near future. He expected the general college library course, with directed reading and selected reports, to continue to be the type available. It seemed probable that seminars in the junior college would be offered to supplement this course. In reporting his research Veit stressed to library educators that the professional librarian in most junior colleges held faculty status and therefore should have acquired teaching skill and should know the characteristics of the student body and the total academic environment.

As community colleges continued to grow

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and develop, the library distinguished itself as a center for all types of resources for teaching and learning. The "AACJ-ACRL Guidelines for Two-Year College Learning Resources Programs" were adopted in 1972. The role of the librarian was expanding and attention turned to community college library professionals to identify the types of preparation that would be most useful.

Two researchers, Elizabeth Matthews[2] and Shirley Edsall[3], made nationwide surveys in 1972 and 1973 respectively. Though differing in focus somewhat, these confirmed that basic core library courses were regarded as very valuable preparation. Those surveyed in these studies also expressed a need for preparation in audiovisual materials selection and administration, community college education, library and learning resources administration, educational technology, design and production of media, curriculum design and computer science.

As a result of Edsall's research findings and a grant awarded by the U.S. Office of Education, the University of Indiana Library School sponsored a program to prepare persons of minority background as community college librarians[4]. The program objectives focused on knowledge of the philosophy of the LRC; its relation to the total educational program of the college; and the attainment of skills and competencies to run a center. The program offered regular library school courses based on the needs expressed in the previous survey research. There were also courses on the community college and on LRC librarianship. The external evaluator's report said that the program could be used as a model by library schools to develop a community college library course as part of their masters degree program.

The growth trend continued through the 1970s. The increase in the size and number of community colleges together with the 1979 ALA quantitative standards and the revised guidelines promoted further innovative developments in the LRC. At the same time, changes were also taking place in library education. Consequently a second study of the status of community college librarianship in library schools was made in 1980. Ruth Person[5] polled schools using a questionnaire similar to that used by Fritz Veit. Person reported that six schools had a course for community college librarians and that thirty-six offered an academic library course which included the community college library. About one-half of these schools also offered courses identified by Matthews and Edsall as being important preparation. Three encouraged students to enroll in general education courses in the community college and several offered a practicum.

In 1982 Marilyn Lary collected data from the directors of Florida community college learning resources centers[6]. This survey inquired about the most obvious weaknesses in the preparation of professional staff and about the competencies that would be sought in future employees. Respondents most often named lack of computer awareness as a weakness. Lack of expertise in design and production and curriculum design were also frequently given. Competencies that would be sought after in the future were identified as reference service, bibliographic instruction, computer operations and applications, media design and production and curriculum design.

Methodology

Given the changes in library education, the two-year college LRC and the employment situation since the late '70s, a new survey was designed to shed light on how American library education was responding to the needs of would-be LRC professionals. In April of 1985, questionnaires were mailed to the deans of the 59 ALA accredited library schools and 52 of these were completed and returned for a response rate of 88%.

The questionnaire used was composed of two parts: Part I seeking information about the practices of the library school and Part II seeking some indication of educators' attitudes toward two-year college librarianship as a speciality. The six questions in the first part asked about courses that were included in the curriculum, noncurricular offerings, and interdisciplinary or other courses recommended to an interested student. Respondents were asked reasons for not including special courses and encouraged to add general comments.

Part II was composed of six attitude statements concerning the need for special courses, the obligation of the profession to support this area of librarianship, and the future outlook for the community college and the learning resources center. Two statements reflected each concept, one expressed in a positive way and the other negatively. Structured responses were "strongly agree," "tend to agree," "tend to disagree," and "strongly disagree."

Results

It is difficult to identify strong trends or significant correlations when the current research is compared to the previous studies described

above. Certain differences from the Veit and Person findings will be noted, and new information on curricular offerings, etc., will be presented. Among the most helpful data were the comments of the respondents, which will also be represented below.

Veit found in 1968 that no schools had yet offered courses focused on the two-year college, but that library schools seemed to be aware of a developing need since institutes and workshops were being considered by a few. Person reported in 1980 six schools with special courses. In 1985 only three schools regularly teach courses, while three teach courses if there is sufficient interest. In 1968, schools offering courses dealing with specific types of libraries advised students to take the college and university libraries course. Person said in 1980 that thirty-six schools included the two-year college in the academic library course. In the current survey, thirty-two advise taking such a course. Only four mentioned that the LRC received significant attention in the course, however.

Veit reported that students were able to follow a special interest through directed reading and special reports. In 1985 this is still a means of individualized learning where special courses are not taught. Person's study showed that three schools encouraged students to enroll in general education courses and that several had a practicum for community college experience. In reply to the current survey, nine schools indicated they would suggest an interdisciplinary curriculum, two specifying education courses. Twenty-two schools would offer a practicum, internship or field study.

Two-year colleges were different in substantive ways from other types of academic institutions and had a different sense of mission that required a different way of doing things. This carried over to the learning resources center.

When the courses now offered by schools giving special attention to two-year college librarianship are compared to those identified by Matthews, Edsall and Lary, one finds a correspondence. Courses now being taught in these three schools are:

Introduction to the Theory and Practices of the LRC in Higher Education and Industry
Media and Learning Resources Centers in Post Secondary Education and Industry
Media Center Administration
Management of Information Agencies
Instructional Development
Theories of Educational Communication
Microcomputer Courses

Although there was no question to elicit information about courses in the general curriculum that would satisfy needs found by these three researchers, several respondents mentioned the following:

Nonbook Acquisition and Cataloging
Media Utilization and Production
Information Systems
Microcomputers in Libraries
Reference and Bibliography

Attitudes of Library Educators

When the responses to Part II, the attitude statements, were evaluated as a whole, it was found that the mean attitude toward the community college librarianship was essentially neutral. The mean score was calculated to be very close to 2.5, based on a 1-4, negative to positive, scale. Of the statements, those concerning the need for professional commitment scored slightly more positively than those concerning the inclusion of special courses and the future of the community college. When grouped according to the treatment of two-year college librarianship in the curriculum, it was seen that schools actually offering courses scored most positively, with those offering courses according to interest scoring somewhat less positively. On the scale of 1 to 4 these were 3.28 and 2.97 respectively.

Schools offering the academic libraries course and other options averaged a score of 2.3; while those offering only the academic libraries course scored 2.28, the lowest mean score. The group of schools that offered no academic library course, but offered a practicum, internship, independent study or other options scored 2.45 and schools showing no specific options scored 2.49. The table below represents these relationships in more detail.

Comments added by respondents to this survey revealed a lack of agreement concerning the degree of specialization needed to prepare for community college librarianship, and also the appropriateness of this specialization in a mas-

Table of Average Scores of Paired Attitude Statements

Group	N	Attitudes Toward Special Course	Toward Professional Commitment	Toward Future of Community College	Mean
1	3	3.33	3.5	3	3.28
2	3	2.92	3.25	2.75	2.97
3	18	2.11	2.4	2.4	2.3
4	13	2.06	2.34	2.45	2.28
5	7	2.17	2.86	2.32	2.45
6	8	2.13	2.87	2.47	2.49

Group 1: Schools Offering Special Courses
Group 2: Schools Offering Special Courses if Demand
Group 3: Schools Offering Academic Libraries Course and Other Options
Group 4: Schools Offering Academic Libraries Course Only
Group 5: Schools Offering Other Options Only
Group 6: Schools Offering No Specific Options

ter's degree program. While the opinions representing schools presently having courses were quite positive, those not teaching courses regularly showed a less committed attitude. One educator wrote:

> "I don't offer my course [regularly] because there's just no demand. Also, I think that 4-year academic libraries have adapted some of the practices and forward-thinking ideas of LRCs which mean that old differences between 2-yr. and 4-yr. colleges are becoming less distinct. I don't think they [LRCs] are as unique as they were 10 years ago."

A large group expressed the belief that the requirements are not significantly different from other academic libraries. The academic libraries curriculum—with perhaps the addition of independent study, a practicum or internship—was felt to be adequate preparation. A respondent explained:

> "We now offer a course in 'Academic Libraries' which is actually a practicum designed to respond to the students' specific interest in that broad area of service. If a student is interested in LRC service, the practicum is designed in that environment."

Another said:

> "... student can basically design his own program taking media courses, management, academic libraries, technology and independent study."

One North Carolina respondent commented:

> "There is enough flexibility in our program to accommodate the occasional student through higher education here and at NCSU."

A group who acknowledged having had experience in a learning resources center, or who had studied it extensively, does believe the diversity of its clientele, resources and services set it apart from more traditional college and university libraries. However, a few of these see it as a composite of library types—academic, school, technical school and public library. These would approach the need by advising diverse type-of-library courses. One respondent wrote:

> "My entire professional career was spent in the community college library. I feel strongly that community college librarianship is a mix of public and academic librarianship. We have courses in both those areas which I recommend community college-bound students to take. I think their preparation is adequate."

A different approach suggested was the abandonment of type-of-library courses. One respondent who had studied community college librarianship extensively felt that it did not receive adequate attention in the confines of the academic libraries curriculum. The solution proposed was to replace the type of library course with administrative courses that focus on community analysis and planning. From the group not having type-of-library courses, one respondent expressed a similar concept:

> "Our curriculum is aimed at providing a general theory base, some tools courses—i.e., needs assessment, systems analysis, research methods—and opportunities for in depth study in such areas as the educational function of libraries and other information systems ... We do not offer courses by type of library ... The specific techniques associated with an LRC are best learned through continuing education programs, on the job, or through practicum experience (which we encourage)."

The feeling that LRC librarianship is too specialized for concentration at the master's degree level was expressed by several educators. One said:

> "... In my experience students may tell us (or themselves) that they plan to work in an LRC, but they will apply for whatever job becomes available ... I cannot believe that this level of specialization is appropriate at the basic master's degree. Perhaps as part of continuing education or training."

One school that does have special courses does not at the present offer a full concentration which, in its opinion, deals effectively with the LRC concept. The respondent noted that:

> "To be truly effective the LRC concentration would require more emphasis on instructional design and application of media technologies—we are probably talking about 42-48 semester hours. The job market has not been sufficient to justify a longer MLS degree or an M.Ed. in instructional design. The ideal might be a joint master's in library science and instructional design."

In summarizing the comments, we could conclude that student interest is the most often named factor determining the inclusion of courses for two-year college librarianship. Interest dovetails with employment opportunities. In 1985, the lack of a job market has not completely obliterated the slight trend toward special courses that began in the 1970s, but it has taken its toll. It has become less practical for students to concentrate in a narrow area. Consequently it is less feasible for schools to offer this narrowly focused type of library course at the master's level.

One way of filling the gap, at least partially, is the greater flexibility in programming that is now found in more and more schools. It was shown that the number of schools offering a practicum, internship and advising interdisciplinary education courses has increased since 1980. Another expression of flexibility is found in the philosophy of emphasizing similarities rather than differences, and teaching students to assess the environment and to solve individual problems using basic knowledge.

This study suggests that there is an area for cooperation between LRCs and library schools which might be considered more seriously—that of making internships and practicum opportunities more widely available. An ongoing dialogue between library schools and LRC administrators might enlighten the academicians as to the realities of life and enable schools to meet the needs of continuing education for professionals more effectively.

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Conclusions

Looking at the rather "luke-warm" attitudes of library educators toward the LRC and taking into consideration the thought and analysis expressed in their descriptions of the different curricula, we might draw a few general conclusions. First, the two-year college LRC can not count on much support from library education, at least as far as specialized course offerings are concerned. Second, there is general agreement that LRC librarianship does have its own needs that should be met in one way or another.

This piece of research, as other research before it, focuses our attention on the options of continuing education and staff development. Perhaps the next step is the practical one of developing the necessary linkages between practicing librarians and the various educational arms of the profession.

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Library Involvement in Literacy Education Programs of the North Carolina Community College System

Elinor Vaughan

The prevalence of illiteracy in the most prosperous nation on Earth has generated a great deal of publicity in this decade. On the national level, in 1982 a highly publicized report in *U.S. News & World Report* stated that twenty-three million Americans, or one in five adults, lack the reading and writing skills to minimally cope with life in our society; one fifth of the adult population was therefore described as functionally illiterate.[1] In 1983 the report of the National Commission on Excellence in Education proclaimed that "... our nation is at risk through the erosion of basic skills."[2]

The March, 1985 publication, *Illiterate America*, contained the suggestion by author Jonathan Kozol that the report of the National Commission on Education had actually understated the problem of illiteracy: "When we are told by those who write commission studies that our nation is at risk, we need to ask whether that risk is not much greater and far less mechanical than they suggest. It is the risk of ceasing to be a democratic nation altogether."[3]

Kozol illustrates his alarm by stating that sixty million Americans, a third of the adult population, cannot read the front page of a newspaper.[4] The lack of literacy skills prevents many of these adults from finding employment in a society which demands increasingly complex skills of its workers. Usually illiterate Americans exert little influence in the political process; therefore they are powerless to help their children escape a similar fate, and the cycle of illiteracy is perpetuated.[5]

More startling facts were reported in April, 1985, in *USA Today*: the United States ranks forty-ninth in literacy among the 158 members of the United Nations; yet most illiterates have completed at least twelve grades.[6]

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The implications of functional illiteracy for the American economy and defense were publicized in August, 1985, by the report *Literacy at Work*, prepared by the Northeast-Midwest Institute and funded by the American Can Company Foundation.[7] Referring to the report, which was presented during the House Education and Labor Committee's hearings on illiteracy in this nation, the committee chairman, Representative Augustus Hawkins of California, stated that the inability of citizens to function effectively in society costs the government about 225 billion dollars in welfare payments, crime, incompetence on the job, lost tax revenue, and remedial education expenditures annually.[8]

North Carolina is third among states in the percentage of adult illiteracy in the population.

Illiteracy as a societal problem has also been publicized in recent months in North Carolina. The involvement of the North Carolina Community College System in an intensified effort to combat illiteracy in the state was announced on August 8, 1984, by the president of the North Carolina Department of Community Colleges, Robert W. Scott, who officially inaugurated a two-year program to promote literacy education, the "North Carolina Adult Literacy Awareness Initiative." Scott stated that illiteracy "... is an economic problem ... It is a social problem .... It is a human problem."[9]

In a subsequent message to the personnel who work in literacy education programs in the North Carolina Community College System, Scott provided some figures which illustrate the magnitude of the problem of illiteracy in the state:

"835,620 is not a telephone number or a quarterback's signal. It is the number of North Carolina adults over the age of 25 who have less than an eighth-grade education. This number exceeds the combined populations of Charlotte, Raleigh, Winston-Salem, and Greensboro. Another figure, 1.5 million, signifies the number of adults in our state who have not completed their high school education, a number greater than the combined populations of Wake, Guilford, Cumberland, Forsyth, Durham, and Gaston counties, six of the most populous counties in North Carolina. Only two other states in the union have a higher percentage of the work force without high school diplomas."[10]

In August, 1985, the second year of the two-year "Adult Literacy Awareness Initiative," the effort to reach more illiterate adults in need of instruction in basic literacy skills was launched by both former governor Robert W. Scott, now the president of the North Carolina Department of Community Colleges, and the present governor of the state, James G. Martin. Both spoke of the vast numbers of North Carolinians who have been adversely affected by illiteracy and of the effect of their lack of basic skills on the economy of the state. Scott stated that despite a forty-eight percent increase in enrollment in Adult Basic Education classes from 1981 to 1984, only six percent of adults in need of literacy education have been reached.[11] Scott also stated that low productivity, absenteeism, and poor quality work are often associated with illiterate workers, and he continued that literacy education programs "can and do indeed turn a tax burden into a taxpayer."[12]

The social and economic implications of illiteracy cited by President Scott were underscored by Governor Martin when he stated, "The loss of human potential to our people, our economy, and to our state's future is enormous. Industries who are considering coming to North Carolina want to be assured of a literate and trainable work force."[13]

Across the state, newspaper editorials have publicized the need for the alleviation of the problem of illiteracy in North Carolina. For example, the lead editorial in the *Winston-Salem Journal* of Sunday, August 11, 1985, noted that North Carolina is third among states in the percentage of adult illiteracy in the population, and this situation has resulted in an "illiteracy penalty" being imposed on the state in terms of a less knowledgeable citizenry and a drain on the economy. The editorial concluded with the suggestion that the repeal of the penalty of adult functional illiteracy "should become a high priority on the agenda for North Carolina and the nation."[14]

The Role of Libraries

The urgency of the need for literacy education in the decade of the eighties at the state and national levels has been highlighted; a related topic is an exploration of the role of libraries in supporting the impetus for literacy education.

At the national level the voices who support the literacy education movement and the role of libraries in this mission have been apparent. Writing in 1981, Henry Drennan of the Research and Demonstration Branch, Office of Libraries and Learning Technologies, United States Department of Education, described in general terms the commitment of librarians to the cause of promoting the value of literacy: "Librarians, with other educators, share a deep unease about illiteracy. Their concern is rooted in the power of the written word to overcome social disabilities and to furnish opportunity for well-being."[15]

In 1983 librarians responded positively to the urgency of the report of the National Commission on Excellence in Education by participating in the Libraries and Learning Project, sponsored by the United States Department of Education, Center for Libraries and Education Improvement. Suggestions for implementing the recommendations contained in *A Nation at Risk* were gathered in *Libraries and the Learning Society; Papers in Response to a Nation at Risk*.[16] Representing academic librarians, Richard M. Dougherty discussed the responsibility to students with poor literacy skills as follows: "The mediocrity referred to by the *At Risk* authors refers to the bulk of our school age population, but there is a special need to aid those groups that are frequently categorized as disadvantaged .... Our strategy is to link together the talents of librarians, counselors, and reading instructors using the library environment as the program's focal point."[17]

Also written in response to *A Nation at Risk* was the 1984 report by the American Library Association Task Force on Excellence in Education, *Realities: Educational Reform in a Learning Society* which recommended increased cooperation between libraries and literacy volunteers and expanded support for literacy training programs for adults, as well as other suggestions for strengthening our educational programs.[18]

Yet another exhortation on the national level for the alleviation of adult illiteracy in America was offered by the Librarian of Congress, Daniel J. Boorstin. On December 7, 1984, Dr. Boorstin proposed in a report to the Congress of the United

States to eradicate adult illiteracy in the United States over the next several years. Suggesting that there would be no better way to observe the two-hundredth anniversary of the United States Constitution in 1989 than to abolish illiteracy, Dr. Boorstin stated: "There would be no better manifest of our determination to fulfill the hopes of our founders and justify the faith that a free people can provide themselves and their children with the knowledge that will keep them free."[19]

Concerning the reactions of those North Carolinians representing libraries to the calls for literacy education in the decade of the eighties, in 1982 H.K. Griggs asked for cooperation among North Carolinians, including educators, librarians, business leaders, and legislators, to "form a coalition to develop awareness and develop plans and secure resources to reduce the catastrophic effect of the 1,000,000 illiterates in the state."[20]

The previously discussed "Adult Literacy Awareness Initiative" sponsored by the North Carolina Department of Community Colleges has been one response to this plea. Librarians, too, have responded, either by sponsoring or promoting literacy education programs. One example of multi-agency sponsorship of a literacy education program is Project LIFT (Learning Information for Today). Sponsored by the Durham County Literacy Council, the Durham County Public Library, local educational institutions, and service organizations, LIFT promotes and provides literacy education tutoring services.[21]

Other examples of literacy education projects involving multi-agency cooperation served as models of successful projects at spring workshops sponsored by the North Carolina Library Association Public Library Section Literacy Committee. Two workshops held in May, 1985, and titled "Learning About Literacy: How to Set Up a Literacy Program in Your Library," highlighted the ABLE (Adult Basic Literacy Education) Project, sponsored by Central Piedmont Community College; Project REAL (Reading Education for Adults at the Library) sponsored by the Rockingham County Public Library in conjunction with Rockingham Community College; and the ACE (Adult Continuing Education) Department at Forsyth County Public Library, which works closely with Forsyth Technical College and the local literacy council.[22]

As references to the "Adult Literacy Awareness Initiative" and the library-sponsored programs just mentioned illustrate, it is apparent that responses to the need for literacy education among North Carolinians in the 1980s have involved the North Carolina Community College System. The third largest such system in the nation, the North Carolina organization of fifty-eight technical and community colleges has been committed to literacy education since the inception of the system in 1963, as literacy skills have long been considered important in helping North Carolinians train for jobs and in making the labor force in North Carolina attractive to new industry. One example of the impact the community college system has had on adult education in North Carolina is the fact that currently about one-fifth of all high school diplomas, or the equivalent, awarded to North Carolinians are given to adults enrolled in the basic education programs offered by the community college system.[23]

. . . our nation is at risk through the erosion of basic skills.

The primary purpose of this paper is to examine the role played by the libraries or learning resources centers of the North Carolina Community College System in the fulfillment of the literacy education mission of the system.

The Role of the Community College Library

Discussion of the role of the technical or community college library in the fulfillment of the literacy education mission of such institutions has not been prolific. Most literacy-related programs reported in the literature have been sponsored by public libraries and community agencies, but rarely by the libraries of the technical or community colleges. Reports of support for institutional literacy programs have also been sparse, as pertains to the technical or community college libraries.

In 1981 Richardson, Martens, and Fisk discussed three categories of college literacy education programs, referred to as remedial, compensatory, and developmental programs. In broad terms they explained the role played by libraries in support of these programs. Their work, *Functional Literacy in the College Setting*, was not specific to junior, community, or technical college libraries or learning resources centers, however.[24]

Baughman in 1982 discussed the need for junior and community college librarians to involve themselves in assisting "new learners," often enrolled in literacy programs such as those described by Richardson, Martens, and Fisk, to succeed in the educational setting of the community or junior college.[25]

The only major study that focused on the role of the college library in literacy education was conducted by Ester G. Smith in 1981. Funded by the Office of Libraries and Learning Technologies of the United States Department of Education, the *Libraries in Literacy* project collected data on libraries in relation to literacy programs, including college programs. Almost two hundred references to literacy programs were made, but none that were concerned with community colleges. Most references were to public library literacy projects.[26]

Truett[27] and Shaughnessy[28] reported separately studies of small samples of fairly inactive levels of library support for community college literacy education programs; library staff members did not actively promote literacy-related programs but did make materials and space available.

Another report of a small sample was made by Person and Phifer in 1983, when they reported the responses of thirty-one library/learning resources center directors to a questionnaire concerning the nature of their involvement in the literacy programs of their community colleges, which were located in eight eastern states. The results indicated that while the directors recognized functional illiteracy to be a problem in their communities, there was a rather low level of participation in local literacy efforts, including cooperation with other agencies involved in literacy education.[29]

In a separate study, Person and Phifer reported in 1985 that libraries in both community colleges and four-year institutions provided primarily traditional or passive library services, such as making materials available or providing library orientation when requested, in support of institutional literacy education programs. In this study, twenty community colleges were matched with twenty four-year colleges located in eight eastern states. Although the authors were encouraged to find awareness of concern for the growing national problem of functional illiteracy at all institutions and evidence of support for literacy education at all libraries included in the study, the authors suggested that library staffs consider planning for more active involvement in programs to support literacy education, and they suggested that the library staffs plan for more interaction with faculty, the library staff at fellow institutions, and with community agencies that are concerned with literacy education.[30]

As for information regarding library support for literacy education programs of the North Carolina Community College System, no extensive studies could be located. However, there have been reports concerning the activities of the technical and community college libraries in North Carolina, which include information about the tutoring and developmental studies that may be included, along with the library services, in the learning resources center (LRC) concept framework utilized in many of the institutions in the North Carolina Community College System. A comprehensive study of this nature was conducted in 1979 and reported in 1980 by Ernest W. Tomkins.[31]

In 1983 Ronald L. Plummer discussed the role of community college librarians as agents of education for adult students, including those students in need of instruction in basic skills, within the setting of the learning resources center. Several North Carolina Community College LRC directors were interviewed by the author. The article stressed the idea that the librarian of the technical or community college should be available to help students achieve their learning objectives, regardless of the level of instruction in which the student is involved.[32]

The Survey of Literacy Programs

In order to obtain more extensive information about the nature of library support for the literacy education mission of the North Carolina Community College System, identical three-part surveys were sent in April, 1985, to both library program directors and directors of the Adult Basic Education (ABE) program at fifty-seven of the fifty-eight members of the North Carolina Community College System. Stanly Technical College in Albemarle was excluded from the survey so as to preclude the possibility of the emergence of preconceived ideas.

It was expected that a comprehensive and detailed report of the nature of library support for the literacy programs of the community college system could be obtained by surveying both those persons who work most directly for the provision of library services, the library program directors, and the persons who plan for the provision of instruction for the client group most in need of literacy education at the institutions, the directors of the Adult Basic Education programs. The Adult Basic Education programs, located at each of the institutions in the North Carolina Community College System, serve those students who receive instruction in basic reading and mathematics skills at or below the eighth grade level, depending on the needs of the students. According to Mark R. Van Sciver, 49,600 students

were enrolled in such classes during the 1984-85 school year.[33]

The following definitions preceded the questionnaire that was answered by the library and ABE personnel, along with instructions that respondents were to complete the surveys without collaboration and return them independently:

1. *Functional illiteracy* is the quality or state of being unable to read or write sufficiently well to function successfully in society. At the North Carolina community college, the student who has less than an eighth-grade education is placed in Adult Basic Education (ABE) classes; it is this population of students that will be referred to as the functionally illiterate students who are enrolled in literacy education classes.
2. *Literacy program director*—the person who is most directly responsible for administering the literacy education program of the community college; this person may report to a superior who has final approval of major decisions involving the literacy program.
3. *Literacy program facilitators*—teachers of the Adult Basic Education classes; they report to the literacy program director.
4. *Library program director*—the person who oversees the daily functioning of the library program; this person may report to a superior who has final approval of major decisions involving the library.

A one hundred per cent return was achieved from the study population. The collected data were arranged in tabular format, observations were noted, and conclusions were derived. A report of the major observations and conclusions follows.

Major Observations and Conclusions

First Section.

Results of the first section of the three-part survey provided information concerning the administration of library and literacy programs at the various institutions, as well as an updated profile of the components of the various learning resources centers that were represented, thereby complementing Tompkins' 1979-80 study (see note 31). The services most frequently reported as available through the learning resources centers according to the library program directors were library and audiovisual services. Four institutions, Cape Fear Technical Institute and Craven, Isothermal, and Southeastern Community Colleges, reported that only library service was administered through the learning resources center (LRC). Three other institutions, Forsyth and Guilford Technical Colleges and Sandhills Community College, reported that the learning resources concept was not in use, but rather the library was a separate administrative unit. The institutions which reported the largest number of functions administered through the learning resources center, ten, were Central Carolina Technical College, Davidson County Community College, and Randolph Technical College. An average of 4.78 programs or services were administered through the learning resources centers at the fifty-four institutions which employ the learning resources concept.

Concerning the administration of the Adult Basic Education programs, literacy program directors specified the department of continuing education most often, thirty-four times, as the administrative agency for their programs. Six literacy directors reported that the ABE program was administered through the learning resources center; these programs were located at Beaufort County Community College, Davidson County Community College, Edgecombe Technical College, Halifax Community College, Nash Technical College, and Roanoke-Chowan Technical College.

Second Section.

The second section of the three-part survey was intended to gather information pertaining to the respondents' perception of functional illiter-

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TABLE I.
Perceived Levels of Functional Illiteracy

Responses	Literacy Program Directors (N=57)		Library Program Directors (N=57)	
	N	% of N	N	% of N
Functional illiteracy is widespread in the area.	48	84	26	46
Functional illiteracy is a problem in the area but less so than in other areas.	5	9	21	37
Functional illiteracy affects a significant minority of the area population.	4	7	5	9
Functional illiteracy affects only a small portion of the area population.	0	0	0	0
No response.	0	0	5	9

acy as a community problem and the role played by the North Carolina Community College System in the provision of literacy education services to the functionally illiterate segments of the population. The extent of cooperation among community agencies to provide literacy education programs was also explored.

In order to obtain information concerning the respondents' perception of the prevalence of functional illiteracy in the various service areas, respondents were given four choices of broad categories in which to record their perceptions. A summary of the responses to this area of questioning is contained in Table I. (Percentages are rounded to the nearest whole number on all tables.)

Several observations can be made in reference to the data reported in Table I. One is that literacy program directors exhibited a much higher level of perception of functional illiteracy as a widespread community problem than did library program directors; however, all who responded perceived functional illiteracy to affect at least a significant minority, in their opinion. The observation can also be made that all literacy directors responded to the question, but nine per cent of the librarians failed to respond. Perhaps the librarians felt unqualified to answer the question; or, perhaps they simply chose to omit the question.

When asked specifically to estimate the percentage of the population in their service areas who could be described as functionally illiterate, there were again indications that librarians were reluctant to answer for one reason or another, as almost half the library program directors omitted the question (see Table II).

The range of estimates of functional illiteracy most frequently specified by the literacy program directors, twenty to twenty-nine per cent, roughly corresponds with a report on functional illiteracy in North Carolina which was prepared by another agency, thereby lending validity to the estimates provided on this survey. A report on functional illiteracy in North Carolina prepared by the Forsyth County Public Library based on 1980 United

TABLE II.
Estimated Percentages of Functionally Illiterate Persons

Percentage of Functional Illiteracy Estimated	Literacy Program Directors (N=57)		Library Program Directors (N=57)	
	N	% of N	N	% of N
55 or over	2	4	2	4
50-54	3	5	1	2
45-49	2	4	1	2
40-44	4	7	3	5
35-39	3	5	2	4
30-34	8	14	5	9
25-29	10	18	4	7
20-24	11	19	5	9
15-19	5	9	6	11
10-14	4	7	2	4
0-9	0	0	0	0
No response	5	9	26	46

States Census data places the average state-wide functional illiteracy rate at twenty-four per cent.[34]

The importance of the North Carolina Community College System as a provider of literacy education in the state was affirmed by both groups of respondents, as ninety-four per cent of the literacy program directors and eighty-nine per cent of the library program directors identified the community college system as the sole or primary provider of literacy education in their service areas. Information concerning other providers of literacy education in the state, according to the respondents, also emerged from the survey. A summary of the agencies cited by both groups of respondents as providers of literacy education in North Carolina is provided in Table III.

Third Section.

The third section of the three-part survey attempted to identify and evaluate respondents' perceptions of the role of library service in the provision of basic literacy education instruction in the North Carolina Community College System. Respondents' perceptions of the appropriate role of library service in institutional literacy education programs as well as reports of the various

TABLE III.
Identification of Providers of Literacy Education in North Carolina

Agencies Cited	Identified by Literacy Program Directors (N=57)		Identified by Library Program Directors N=57	
	N	% of N	N	% of N
A unit of the North Carolina Community College System	57	100	53	93
Public schools	8	14	11	19
YMCA or YWCA	0	0	2	4
Laubach volunteers	23	40	15	26
Public libraries	9	16	13	23
Churches	19	33	11	19
Miscellaneous others	12	21	6	11
No response	0	0	4	7

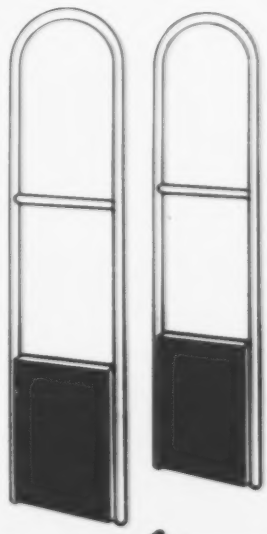

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TABLE IV.
Perceived Levels of Appropriate Library Involvement in the Adult Basic Education (ABE) Program

Responses	Selections by Literacy Program Directors (N=57) N	% of N	Selections by Library Program Directors (N=57) N	% of N
Library staff should plan for heavy use of library resources by ABE students.	22	39	21	37
Library staff should expect to provide support for ABE programs; however no planning for library use is expected to take place among library or literacy program directors.	11	19	17	30
Library staff should expect little use of library by ABE students.	24	42	15	26
No response.	0	0	4	7

library services made available to ABE students were examined. As Table IV illustrates, an expectation of a somewhat higher level of library use by ABE students was indicated by library program directors than by literacy program directors.

Concerning specified descriptions of library services, respondents were provided with a list of eleven library functions as well as an "other" option with space allowed by description of any services that were added. Actually, a non-selection as well as a selection process occurred at this point, as one quarter of the literacy program directors reported no areas of library involvement in the ABE program, and twenty-one per cent of the library program directors did the same (see Table V). Perhaps the literacy program directors were not familiar with the library offerings for the ABE students; perhaps they perceived an absence of services; perhaps they simply chose not to respond to this line of questioning. Several library program directors frankly stated that they had little involvement with the ABE program; specific comments will follow.

Among library program directors, the largest number of respondents, thirteen of fifty-seven, reported two areas of service to the Adult Basic Education students. As Table V indicates, few respondents reported more than four areas of library involvement in the literacy education program.

Table VI specifies the eleven areas of library functions from which respondents were asked to identify the offerings to ABE students, as well as the rate of response. "Other" services identified by librarians were two services reported once each by separate library program directors as follows: (1) cataloging of ABE materials, and (2) directional reference service. "Other" was marked by seven different literacy program directors, but the services they referred to were not named.

As in the studies reported by Person and Phifer (see notes 29 and 30), the library services most frequently identified were those that are generally regarded as "traditional," such as making reading materials available, providing orientation to the library, or preparing displays.

TABLE V.
Quantitative Report of Areas of Library Involvement in Adult Basic Education (ABE) Programs

Number of Areas of Library Involvement Reported	Number of Areas Specified by Literary Program Directors (N=57) N	% of N	Number of Areas Specified by Library Program Directors (N=57) N	N
12 or more	0	0	0	0
11	1	2	0	0
10	0	0	0	0
9	0	0	0	0
8	0	0	1	2
7	1	2	1	2
6	2	4	1	2
5	3	5	2	4
4	4	7	7	12
3	9	16	11	19
2	11	19	13	23
1	12	21	9	16
0	14	25	12	21

TABLE VI.
Specified Areas of Library Involvement in Adult Basic Education (ABE) Programs

Services Reported	Availability According to Literacy Program Directors (N=57)		Availability According to Library Program Directors (N=57)	
	N	% of N	N	% of N
Provides orientation to library	15	26	23	40
Provides bibliographic instruction	4	7	8	14
Circulates ABE texts	18	32	18	32
Has available high interest/low vocabulary materials	21	37	31	54
Provides special shelving for high/low materials	12	21	9	16
Consults with ABE staff concerning selections	11	19	8	14
Provides space for tutoring ABE students	8	14	5	9
Coordinates tutoring volunteers	2	4	2	4
Cooperates with community agencies to promote literacy programs	8	14	4	7
Prepares promotional displays	13	23	13	23
Plans regularly with ABE staff for library involvement	3	5	1	2
Other	7	12	2	4
None	14	25	12	21

Comments Clarify Postions

The final portion of the questionnaire asked respondents to indicate any of several suggested changes in the interrelationship of library and literacy program facilitators that were considered desirable, and additional comments were invited. As Table VII indicates, a non-selection as well as a selection process occurred, as a number of respondents did not indicate the desirability of changes in the working relationships of library and literacy program staff persons. Interpretations may be made that the non-respondents saw no need for changes; they did not agree that the suggested changes were the appropriate ones to make; or they simply chose not to respond. However, as Table VII indicates, a selection process did occur, and the results point to perceived needs for closer working relationships and better communication among the library and literacy program personnel at the various institutions of the North Carolina Community College System.

Comments were invited at the conclusion of the questionnaire, and many of the comments underscored the interpretation just stated of the desirability perceived among a number of respondents of working toward more open lines of communication among library and literacy program personnel. Typical comments of this nature from library personnel were: "This survey has facilitated a new concern for me ... I hadn't thought about interaction of facilitators of literacy and library programs. Thank you!" and "All options [suggested areas of library involvement] are good. We need to do more."

Other library personnel seemed interested in improving efforts to support the ABE program—if

TABLE VII.
Changes in Program Procedures.

Suggested Changes	Selected by Literary Program Directors (N=57)		Selected by Library Program Directors (N=57)	
	N	% of N	N	% of N
A library staff member should be designated to work with literacy staff concerning ABE program.	21	37	23	40
A designated time for joint ABE/library staff consultation should be set up.	12	21	24	42
The library staff should be relieved of all responsibility for handling ABE texts.	3	5	2	4
The library budget needs to reflect fewer expenditures in support of ABE program.	2	4	6	11
ABE staff persons should exert greater effort to inform library staff of program needs.	24	42	29	51
The library budget should include greater expenditures in support of ABE.	16	28	27	47
No response.	14	25	7	12

asked to do so. One comment of this nature was, "The library staff is willing to assist the literacy education program in any way it can. At our school, all the program director has to do is ask, and the library staff will do whatever it can." Another librarian commented, "Since I have been librarian, there has been no real involvement with the ABE program. I would be willing to work with the facilitators to improve the services of the library to these people."

Other comments from librarians indicated that very little has been expected from their libraries in terms of support for the Adult Basic Education program, and that little change is expected. Several cited difficulties in providing services to off-campus classes. One library program director stated, "The library has never had any connection with the literacy program. The Library Services Department is completely separate from any developmental studies program." Another librarian stated, "I have answered few questions on the survey because the LRC has had little involvement with the literacy program. But perhaps that is exactly what you were trying to find out from your study."

Comments from literacy program directors indicated a range of reactions, also. Some comments by ABE directors indicated that they have established rapport with the library personnel at their institutions, such as the comment, "The library staff and the ABE staff have an excellent working relationship."

Other comments indicated that the library staff is cooperative when services are requested, such as "Library staff is always cooperative and attempts to satisfy requests that are made for the benefit of the literacy students."

As was the case with comments from library personnel, some comments from literacy education personnel indicated little library involvement in the literacy education programs. Some cited the predominance of off-campus classes; others implied that the library staff was not greatly interested in providing services to ABE students. One Adult Basic Education program director stated that the library staff "... doesn't see the need to do any more than required." However, at another institution, it seems apparent that the library staff would not be encouraged to work with the literacy education students, as the literacy program director stated, "All literacy education materials are provided by ABE program—library use is not needed."

Several literacy program directors, however, acknowledged the need for changes in their working relationship with the library staff and seemed eager to do so. One comment was, "There is little interaction between my office and the library. This is as much my fault as anyone's." Another ABE director stated, "We would greatly benefit from library special displays and programs." And a related comment from another ABE director stated that "the entire [library] staff ... should promote the [ABE] program from every mountain top."

Conclusion

Functional illiteracy has been recognized in the decade of the 1980s as a threat to the quality of life and the economy in the United States and in North Carolina. A concerted effort is being made in North Carolina to alleviate functional illiteracy through basic skills classes sponsored by the North Carolina Community College System and other public agencies, as well as through the cooperative efforts of volunteers and various employers who appreciate the skills of a literate work force.

The libraries of the North Carolina Community College System, administered separately or as a component of the learning resources center, have not been particularly active in the literacy education initiative, according to the results of the survey just reported. For the most part, services to Adult Basic Education students have been the traditional ones, including such services as making materials available and providing library orientation information upon request. Perhaps this has been because active involvement in the provision of library services to Adult Basic Education students has not been seen as necessary or appropriate, in light of all the other demands made on library personnel, particularly from students enrolled in curriculum programs.

However, perhaps in this decade of the 1980s, as the state and nation must contend with attempting to alleviate the problems caused by functional illiteracy, the librarians of the North Carolina Community College system can find additional ways to assist in the literacy education efforts.

As was suggested by several participants in the survey just discussed, joint efforts among literacy and library program directors may prove helpful. Perhaps joint planning sessions, beginning with discussions of program missions, could provide opportunities for planning displays, programs, publicity campaigns, and similar activities.

A recent publication which may prove useful for establishing areas of support and cooperation is *The Library Literacy Connection*. Published in

1984 and planned for librarians and Adult Basic Education teachers, this handbook discusses criteria for selection of appropriate materials for adult new readers and provides a bibliography of appropriate new materials. It also discusses skills new readers must master, provides suggestions concerning collection organization, and suggests methods of cooperation for literacy education with public libraries.[35]

Steven Baughman has suggested that it is the librarians of the community colleges who have helped to transform disadvantaged students to successful learners: "The role of the community college librarian, whether as interpreter of the collection, media specialist, or study skills counselor, can provide the human link between new learners and some of the complicated media forms and associated technology necessary for them to survive the initial college experience."[36]

Perhaps community college librarians working with those who teach the basic literacy skills can continue to touch the lives of even more new learners.

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New North Carolina Books

Alice R. Cotten, Compiler

Paul D. Escott. ***Many Excellent People: Power and Privilege in North Carolina. 1850-1900.*** Fred W. Morrison Series in Southern Studies. Chapel Hill: University of North Carolina Press, 1985. 344 pp. $29.00. ISBN 0-8078-1651-5.

Many Excellent People is an important book for everyone interested in North Carolina history, from professional scholar to casual reader. Paul D. Escott, chairman of the Department of History at the University of North Carolina at Charlotte, has produced an astute and insightful social profile of the Old North State during the second half of the nineteenth century.

Escott's thesis is simple and direct: that North Carolina was as undemocratic in its political structure in 1900 as it had been in 1850. In Escott's view, the state was dominated by an elite social group, headed by the "Squirearchy," which weathered the traumatic events of Civil War, Reconstruction, New South industrialization, and an 1890s farmers' revolt. Always willing to resort to the wily appeals of "white supremacy," this elite held off repeated popular challenges to its power and privilege. While Escott concedes that the "succession of major events seemed likely to transform the state," his "conclusions emphasize continuity in power relationships and in the elite's undemocratic attitudes." (xvii-xviii.)

The continuity, however, did not persist without challenge. A related and vital theme of the work is the dedicated effort of poorer, less privileged North Carolinians, white and black alike, to redirect the state's energies into more democratic channels through a transformed political structure. This is a theme with tragic overtones, for the reform attempts twice fell victim to racism, fraud, and outright violent denial.

When Escott is at his best, the history is vivid and dynamic. This is particularly true when Escott treats the decades of Civil War and Reconstruction, a period in which he has previously published. His profile of the North Carolina gentry, which emphasizes propriety as well as property in defining the class, is undoubtedly the best the reviewer has read. Escott also avoids the tendency of many liberal revisionists to romanticize those who were not among the elite. For example, Escott treats the numerically dominant yeomen farmers with judicious restraint, balancing their zeal for self-reliance with their outspoken prejudices. This balance is harmonized best in the fine chapters that detail the violent struggle and genuine suffering that were part of the homefront experience during the Civil War. Most readers should come away with an altered perspective on the sacred traditions of the Confederate cause, whether during the war itself or in the vicious years of Reconstruction that followed.

Escott's social tapestry, although finely woven, is not without threads that can be picked or frayed. This is most apparent in his treatment of the New South decades. While the chapters on industrialization are detailed and original, Escott argues, perhaps too strongly, that the benevolent paternalism ascribed to cotton mill owners of the period did not exist. The evidence that Escott presents does support his argument, but he neglects some evidence that supports the traditional thesis. For example, Escott is correct to reinterpret the famous revival that brought Salisbury its first post-bellum cotton mill. Tradition holds that local citizens in 1887 responded to an evangelist's admonition that what the town needed "next to religion, was a cotton mill" to benefit the poor. The Salisbury crusade was, as Escott claims, engineered by local business interests. Having uncovered the commercial design, however, he then fails to assess the very necessary evangelical rhetoric and benevolent emotion that "Preacher Pearson" evoked in Salisbury, Concord, and other Piedmont towns undergoing economic transformation. The lack of philanthropic intention does not in itself negate a paternalistic outlook among the industrialists.

There are other quibbles. In assessing post-bellum trends in agriculture the author fails to carry through with the previous close attention he paid to five representative counties. The reader will look in vain for the specific impact of the crop lien and other market forces in these counties. In addition, the presentation on Popu-

lism seems sketchy compared to the attention paid to Reconstruction. The reader needs to know more about who the Populists were and why some North Carolina farmers turned to protest through the ballot box, while others did not.

Such weaknesses, however, in no way mar the value or the beauty of the book. Escott writes with a grace akin to the skills of a Brushy Mountain fiddler. His narrative brings welcome lucidity to revisionist scholarship, which is often turgid and doctrinaire. His book is recommended for every North Carolinan who wants to learn the real heritage of the Tar Heel past.

Gary Freeze, University of North Carolina at Charlotte

Mary Jarrell, ed. ***Randall Jarrell's Letters: An Autobiographical and Literary Selection.*** Boston: Houghton Mifflin Company, 1985. 540 pp. $29.95. ISBN 0-395-34405-0.

This curiously uneven collection of the letters of Randall Jarrell reveals that he was a better poet, critic, and teacher than he was a letter writer. Beginning in 1935 with a letter to Robert Penn Warren and ending with a letter to Adrienne Rich, the volume includes a number of letters to poets and writers who were friends and contemporaries of Jarrell, as well as many letters to the two women to whom he was married. Jarrell's widow edited this volume and supplied the explanatory italicized passages that bridge the letters and offer Mrs. Jarrell's own reminiscences of the events described by Jarrell. The editor's note indicates that some portions of the letters have been omitted, but there are no ellipses in the text to indicate where these omissions occur. There is a good index and a short list of Jarrell's published work.

Jarrell was a poet of stature, ranked with the other major American poets of World War II and the post-war era. A disciple of John Crowe Ransom and a younger friend of Robert Penn Warren and Allen Tate, Jarrell graduated from Vanderbilt University in 1935 more anxious than agrarian, more rambunctious than rural. His bibliography lists ten volumes of poetry, one novel, and four children's books. Several translations and anthologies attest to his creative and far-ranging interest in literature.

Obsessed as he was with writing, Jarrell apparently did not consider letter writing an art to be developed. The letters are informative but many are not stylistically pleasing, and the reader senses his effort to sustain the letter after the initial paragraph or two.

The most interesting letters are those Jarrell wrote to other poets in which he gave generously of his critical talent. It would be well to read these letters with the works of his poet-correspondents in hand. As one reads Jarrell's comments to Robert Lowell, Adrienne Rich, Louise Bogan and other poets it would be interesting to know whether Jarrell's admonitions to change a word here, a line there, were acted upon by the recipients of his advice.

On the other hand, we learn very little of Jarrell's own work. He wrote more about the creation of his novel, ***Pictures from an Institution,*** a satiric academic novel, than he did about his poetry. His letters tend to enumerate poems he has written and to speak more of their publication and reception than to tell how the poem came into being. Perhaps the poetic process cannot be described, but the letters that deal with his own work are not very revealing and not up to the quality of the poetry itself.

The same is true of many of the letters describing events from which some of the best poetry emerged. Reading Jarrell's war letters one thinks that he was emotionally untouched by the war though he served in the army for several years. In long letters to his first wife he recounted his daily life and clerical assignments, but the letters do not convey the horror and futility of war that is expressed so eloquently in his poems in ***Little Friend, Little Friend*** and ***Losses.***

Women were the subject of many of Jarrell's poems, and it is apparent from these letters that he liked women and felt comfortable with them. He wrote more personally to them than he did to men; the letters to his two wives and to the women poets he admired are warm, passionate, friendly, and humorous. He is more self-revealing and the letters flow more spontaneously than in many of the letters to his male literary peers.

Jarrell began his teaching career at Kenyon College and taught at the University of North Carolina at Greensboro (then Woman's College) for eighteen years. He was a frequent contributor of critical essays to ***The Nation*** and ***The New Republic*** during those years and a number of the letters deal with the publication of those brillant and controversial articles. One senses that their creation and reception were a matter of considerable anxiety to Jarrell. His teaching was perhaps more rewarding; he apparently liked teaching and was probably good at it. He loved cats, classical music, tennis, and sports cars, and

the letters contain rhapsodic accounts of his adventures with each.

The last year of Jarrell's life was marred by illness as his emotions were caught up in the roller coaster of manic depression. It is to Mary Jarrell's credit that she includes a number of letters he wrote under the cloud of that illness, and the reader is allowed to witness his descent into and emergence from depression. It is tragic that just as he was recovering he was killed by an automobile as he strolled one evening in Chapel Hill, shortly after his 51st birthday.

This book will be of particular interest to students of contemporary American literature. It is recommended for college and university libraries as well as for public libraries with collections of modern American literature.

Frances A. Weaver, University of North Carolina at Chapel Hill

Jean Bradley Anderson. ***Piedmont Plantation: The Bennehan-Cameron Family and Lands in North Carolina.*** Durham: Historic Preservation Society of Durham. 1985. 227 pp. $24.95. ISBN 0-9615577-1-0. (Historic Preservation Society of Durham, Durham Arts Council Bldg., 120 Morris Street, Durham 27701.)

When Richard Bennehan moved to Piedmont North Carolina from Virginia in 1768 his immediate object was to assume management of a country store in the rapidly developing backcountry of the province. In so doing Bennehan laid the foundation for a dynasty of plantation aristocracy that stretched for four generations. Bennehan's daughter, Rebecca, married Duncan Cameron in 1803 and through succeeding generations the Bennehan-Cameron family rose to be the wealthiest in North Carolina. In addition to Stagville and Fairntosh plantations in modern Durham County, their property spread into Wake, Granville, Person, and Orange counties as well as including plantations in Mississippi and Alabama. Their holdings ultimately included between 20,000 and 30,000 acres with a slave population of almost 1,000.

Using the plantations as a backdrop upon which the Bennehan and Cameron characters move and work, the author proceeds in a chronological fashion to recount the construction of houses, barns, shops, and mills. She examines the slave population and the family's relationship to the community of slaves; she follows the Camerons through their various business, political, educational, and philanthropic undertakings; and she explores the new order of agricultural life after the Civil War. Without question the author has succeeded in preparing a highly readable yet fully documented study of plantation life and business enterprises that spans one hundred and fifty years of North Carolina history.

Piedmont Plantation is based on two reports prepared for the North Carolina Division of Archives and History. The author expanded and reworked these studies which were prepared when the buildings and grounds of Stagville became a state historic site in 1977. The book retains the massive attention to minute detail expected of historic sites reports, but that very feature enhances the publication's usefulness as a fact-laden source of nineteenth century plantation life. Extensive appendixes contain lists of family land purchased, slaves acquired by purchase or gift, overseers of the various plantations in the complex, cemeteries on the property, agricultural census data, stock and tools, and mill statistics. Genealogical charts and an eleven page index make it possible to locate facts and family with minimum difficulty. The book will be of particular interest to college and university libraries and to large public libraries with highly developed North Carolina holdings.

Donald R. Lennon, East Carolina University

Richard Cooper. ***Henry Berry Lowry: Rebel With a Cause.*** 48 pp. ISBN 0-89136-057-3. ***Thomas Wolfe, Voice of the Mountains.*** 48 pp. ISBN 0-89136-061-1. Raleigh: Creative Productions, 1985. $107 for the set of twelve "Famous Tar Heels." (Box 30515, Raleigh 27612.)

Henry Berry Lowry, a Lumbee Indian, was the Robin Hood of his people during the late 19th century. Through the lean days of Reconstruction, Lowry and his gang stole food and provisions to help keep their people alive, careful to take only from those who could afford it.

Thomas Wolfe, one of the University of North Carolina's most famous alumni, is well known for his novels, several of which are based on his boyhood in Asheville. Wolfe grew up in a strange family with parents who maintained separate houses a block apart. His father was a stonecutter with a weakness for alcohol; his mother, known as a penny pincher, ran a boarding house called Old Kentucky Home.

What do Henry Berry Lowry and Thomas Wolfe have in common? Both are North Carolinians, and both are included in a set of twelve biographies by Richard Cooper in a series called "Famous Tar Heels."

The twelve biographies, each forty-eight pages in length, compare favorably with other biographies for children. Written on the fourth grade reading level, the books seem to be a valuable accompaniment to the unit on North Carolina history studied in that grade. They may also be useful to eighth graders who study North Carolina history.

Among the ten other North Carolinians included in "Famous Tar Heels" are several well known names such as Billy Graham, O. Henry, Sugar Ray Leonard, Sam Ervin, and Manteo. Others that may be less well known, particularly to children, are Richard Caswell, John Chavis, James Augustus McLean, Susie Sharp, and Zeb Vance. A quick check in ***Books-in-Print*** revealed available biographies for only three of those included in the set: Billy Graham, Sam Ervin, and Thomas Wolfe. Of those three, the only ones written for children were of Billy Graham.

An experienced newspaper reporter who has often drawn editorial cartoons, Richard Cooper not only wrote the biographies but illustrated them as well. The color illustrations complement the texts nicely and help bring the characters to life. Each book, short enough to be read in one or two sittings, begins with an anecdote in an attempt to catch the reader's attention.

Cooper is currently compiling a second set of biographies of famous North Carolinians which will become available this spring. Among those to be included will be Elizabeth Koontz, Charles B. Aycock, Mary Martin Sloop, Michael Jordan, Elizabeth Dole, and "Carbine" Williams. For libraries interested in building their women's collections, Cooper will make available as a separate set his six biographies of women.

"Famous Tar Heels" includes biographies ranging from people active in North Carolina's earliest days to those still in the news. North Carolinians from various walks of life, some more famous than others, help Richard Cooper achieve his goal of providing children with a positive look at the people who have accomplished things for North Carolina. Recommended for elementary school, junior high school, and public libraries.

Mary L. Kirk, University of North Carolina at Wilmington

Seth B. Hinshaw. ***The Carolina Quaker Experience, 1665-1985: An Intepretation.*** North Carolina Yearly Meeting, North Carolina Friends Historical Society, 1984. 342 pp. $14.00.

The Carolina Quaker Experience is written by a Quaker for Quakers. The author, Seth B. Hinshaw, has been a Quaker pastor and administrator and has written several other books on Quakers. In this book, he describes in detail the history of Quaker migration into and through the Carolinas. There are references to South Carolina, Georgia, and Tennessee, but most Quaker activity was in North Carolina. He also recounts the organizational growth and theological changes that occurred among the Quakers (or Friends), their service to the community, and the areas of conscience where they went against community norms. He does this thoroughly and, for the most part, objectively. Often Mr. Hinshaw points out both the admirable aspects and the failures of the Quaker experience.

He does occasionally allow his partisanship for the Quaker faith to intrude, mostly in the form of (almost) parenthetical comments. The most glaring example is in his interpretation of Quaker opposition to slavery before the Civil War. For years before the war, Quakers in the South freed their own slaves when possible, cared for other freed slaves, and arranged for transport for them to the West and Canada, where they could live in freedom without fear of being "repossessed" into bondage. This was a difficult, expensive, and unpopular effort, and Quakers deserve a lot of credit for it. But very few non-Quakers followed this lead, as Mr. Hinshaw points out. Where he missteps is in adding the following comment: "Friends did prove, however, that slavery could be eliminated peaceably and that the War Between the States could have been avoided. This was no small achievement." (p. 137) It seems to this reviewer that the actions of the Quakers, far from "proving" that the Civil War could have been avoided, showed instead how different the Friends were from their fellows, and how courageous they were to act in opposition to their community. In trying to give Quakers credit for proving the impossible, Mr. Hinshaw has actually denigrated their conscientiousness and de-emphasized the separateness from the world that the Quakers desired for themselves.

As a non-Quaker, this reviewer had hoped to learn more about who the Quakers are and what they believe. I did learn quite a lot, but this book is not written to educate the non-Quaker. Mr. Hinshaw begins the book by plunging right into who came to North Carolina and where they settled. He gives no background on how the Friends movement started, or what they believed. This knowledge is all assumed, and the uninformed reader must pick it up in bits and pieces along the way. Many organizational terms such as "monthly meeting" and "yearly meeting" go undefined, and

the reasons for the early persecution of Friends are unclear. It is not until the third chapter, entitled "Some Unique Customs," that Mr. Hinshaw directly describes some special attributes of the Society of Friends. To the non-Quaker, the most interesting chapters of the book deal with the Quakers' refusal to bear arms in the Revolutionary and Civil Wars, their active opposition to slavery, their espousal of the equality of the sexes, and the sufferings they endured as a result of these unpopular stands.

In summary, this is a carefully researched history and interpretation. It includes many notes, an extensive bibliography, and several appendixes, including a chronology. It is aimed at Quaker scholars and others within the Society of Friends who are interested in the group's activities in the South. It is full of family names and dates, so it is a Quaker genealogist's dream. Recommended for libraries where there is a substantial Quaker population or particular interest in the subject, especially in the Piedmont. For reasons that the author does not explore, few Quakers settled in western North Carolina; they apparently by-passed the Carolina mountains for Tennessee.

Elizabeth White, Asheville-Buncombe Library System

Alan Feduccia, ed. ***Catesby's Birds of Colonial America.*** Fred W. Morrison Series in Southern Studies. Chapel Hill: University of North Carolina Press, 1985. 176 pp. $29.00. ISBN 0-8078-1661-2.

Owing largely to Professor Feduccia's work, eighteenth-century naturalist Mark Catesby is emerging from the shadows cast by his successors Alexander Wilson and John James Audubon. The relative obscurity of Catesby's research has been due in part to the absence of a standard system for naming newly discovered species prior to Linnaeus' ***Systema Naturae*** (1758). The post-Linnaean publications of Wilson and Audubon were more useful to the scientific community and enjoyed greater popularity. Yet Catesby's contributions were considerable. His ***Natural History of Carolina, Florida, and the Bahama Islands,*** 1731-43, "remained until the time of Audubon, a century later, the best illustrative treatment of the flora and fauna of North America" (Preface), and won him considerable fame in both America and Europe.

In addition to his talents as an observer and illustrator of nature, Catesby was a skilled writer and possessed an inquiring and creative mind. The ***Natural History*** includes descriptions and illustrations of 109 species of bird and relates general observations regarding the air, water, aborigines, agricultural crops, animals, and fish of the colonial South. Catesby's writing reflects his awareness of contemporary scientific thought and dedication to thorough, usually objective observation, and is imbued with a contagious delight in the splendors and curiosities of the New World. An example of the the naturalist's innovations is his idea that bobolinks disappear in winter because they migrate and not, as the prevailing theory had it, that they hibernate in caves or in the mud at the bottom of ponds.

Feduccia and the UNC Press should be applauded for the attractive and practical way in which they have reintroduced Catesby's work. Had they simply produced a facsimile, the resulting volume would have been a handsome curiosity: difficult to read due to the layout and typeface and of little interest to most scholars because of Catesby's naming system and the discrepancies between some of his conclusions and current biological knowledge. Instead, Feduccia chose to use Catesby's original illustrations but to print the text in a modern typeface. The commentary on each plate is accompanied by editorial notes by Professor Feduccia and, where relevant, remarks made by other naturalists. Thus, the reader is treated to a short history of the scholarship on each bird. Most of the excellent illustrations are in black and white, but twenty of the loveliest appear in full-page color plates so the reader has a good sense of Catesby's considerable abilities as both colorist and draftsman. To alleviate the nomenclature problem, Feduccia provides a list of the 109 species discussed in the book by current common name, Catesby's name, and scientific name.

The value of ***Catesby's Birds of Colonial America*** for school, public, and academic libraries is considerable. It holds appeal for naturalists; hobbyists; historians interested in science, art, or the South; and for anyone curious about the wildlife enjoyed by our colonial forebears. A bibliography and an index by common and scientific names of birds and plants are included.

Alan Feduccia's credentials are impressive. A professor of biology at the University of North Carolina at Chapel Hill, he has made numerous contributions to ornithological scholarship. Of greater interest to the non-specialist is his 1980 ***The Age of Birds*** (Harvard University Press), a description of avian evolution written for a general audience.

Elizabeth A. Bramm, Duke University

Alec Wilkinson. ***Moonshine: A Life in Pursuit of White Liquor.*** New York: Alfred A. Knopf, 1985. 153 pp. $13.95. ISBN 0-394-54587-7.

A highly enjoyable biography that reads like fiction, this slender volume chronicles the life and times of Garland Bunting, a longtime Alcoholic Beverage Control Officer in Halifax County, North Carolina. Bunting, depicted as a gray-haired, thin-lipped man with clear, steel blue eyes and a figure he himself describes as having "that sweet potato shape—small at both ends and big in the middle," is brought marvelously and vividly to life in this delightful account of one man's life as a modern-day revenuer.

As portrayed by Wilkinson, Bunting is an articulate, gregarious soul, a fifty-seven-year-old native of North Carolina, who has devoted most of his life to tracking down bootleggers and their stills. He has held his present post since 1953, in an area of eastern North Carolina that appears to be brimming with moonshiners. Wilkinson's descriptions of Bunting's many exploits are fascinating, and often humorous as well. Bunting is represented as a slick, undercover operator, who, instead of trying to blend into the crowd, uses flamboyant disguises (or hide-behinds, as Bunting calls them) to trap unsuspecting bootleggers. Some of his more notable roles include a Bible-thumping preacher, a door-to-door fish peddler, a carnival barker, an obnoxiously loud drunk, and a woman character named "Sweet Mama Tree-Top Tall" (which he has used on occasion to fool drivers).

It is Bunting's endless supply of anecdotes, heavily spiked with down-home humor, action, and colorful language, all faithfully reported by the author, that add a superb sense of realism and credibility to the narrative. Wilkinson is at his best when describing midnight coon hunts, long jaunts down the dusty back roads of rural eastern North Carolina, Bunting's many undercover deeds, and a stake-out at a backwoods still. Various characters, such as Asia Herring, Alphonso Exum, Earl Outland, and a host of others are made real through the author's ability to entertain.

Moonshine, besides being entertaining, is also informative, for intertwined with the descriptions of Bunting's escapades are facts about the history of moonshine and a discussion concerning the distillation of bootleg liquor today. The author's picture of the backwoods production of moonshine is quite graphic and apt to create a few raised eyebrows.

Alec Wilkinson, also the author of **Midnights** (which concerned the life of a small-town policeman), has carefully researched his subject and has written a deft portrayal of a man ferociously intent on extinguishing the moonshine trade in eastern North Carolina. It is funny, serious, true to life, and a wonderful tribute to a truly remarkable North Carolinian.

Public libraries should consider including this interesting piece of Caroliniana in their collections.

Mike Shoop, Robeson County Public Library, Lumberton

Lala Carr Steelman. ***The North Carolina Farmers' Alliance: A Political History, 1887-1893.*** Greenville: East Carolina University Publications, Department of History, 1985. 295 pp. $9.95 paper; $19.95 cloth.

The Farmers' Alliance was formed in North Carolina in 1887 as a part of a national organization created to address the social and economic problems of farmers. Its initial aim was to call attention to their needs, yet to remain clear of religion, politics, and racial questions. The nature of the concerns, however, soon led the Alliance into politics when members pondered such matters as the need for a railroad commission to regulate freight rates. They also came to discuss taxes, better public schools and trained teachers, new election laws, the protection of oyster beds from raids by fishermen from Virginia and Maryland, the need for a college of agriculture, a public college for women, and other topics. Appealing to the predominant Democratic Party for solutions, they were rebuffed. Machine politicians, it was said, drove reformers out of that party and into a budding Populist Party.

Professor Steelman has made a careful study of the various political moves preliminary to the "fusion" of the Populist and the Republican parties which marked the government of North Carolina at both the state and local levels at the end of the nineteenth century. Various factions are noted and their leadership defined. She explains the accomplishments of the Alliance through its political action—inspection of fertilizer, improved public roads, measures to conserve natural resources, new statutes pertaining to the care of the unfortunates, legislation to establish what is now North Carolina State University, among others.

This scholarly study is not without a hint of humor. The predicament of Edward J. Hale, publisher of a Fayetteville newspaper, when he discovered that one of his reporters held opposing views to those of himself, will bring at least a smile

to the face of the reader. Both advocates and opponents of women's history will be amused at the brief story of a pioneer female politician, Mary Elizabeth "Raise Hell" Lease, who accompanied presidential candidate James B. Weaver on a speaking tour through North Carolina.

This book will help to round out any collection of North Carolina books. There is much local history and biography to be found in it as county leadership is covered and those involved identified in some detail.

William S. Powell, University of North Carolina at Chapel Hill

William David Webster, James F. Parnell, and Walter C. Biggs, Jr. ***Mammals of the Carolinas, Virginia, and Maryland.*** Fred W. Morrison Series in Southern Studies. Chapel Hill: University of North Carolina Press, 1985. 255 pp. $16.95. ISBN 0-8078-1663-9.

Nearly every habitat contains characteristic mammals, some, like the grey squirrel, so familiar as to go unnoticed, but others nearly always unseen though close at hand. Yet, because they are important in practical and aesthetic ways, they need to be known and appreciated. Wide circulation and use of this attractive book will surely help.

The authors, all from the Department of Biological Sciences at the University of North Carolina at Wilmington, succeed in their goal to introduce the abundance and variety of mammal life in the four state area to those who have not yet discovered it.

The introductory section (33 pp.), well illustrated by color photographs, augments the book's value as a work about mammals rather than just a guide to them. Following descriptions of the general habitat regions (mountains, piedmont, coastal plain, and ocean), it describes mammal characteristics and adaptations, tells how to observe and study them, and considers factors regulating population size and the importance of preserving undisturbed, unpolluted native habitats. Two maps show the location of areas, such as wildlife refuges and state parks, where mammals are more protected and easier to observe.

The main section of the book is a systematic accounting of 118 mammals, including five no longer found (extirpated) in the region and eight exotic (introduced) species. Each of the seventy-five land-dwelling species is given a separate account. Related species of marine mammals are usually grouped in a single account.

Each account consists of a brief non-technical description to help the reader recognize the mammal and distinguish it from similar species, an indication of where it occurs geographically (with a range map) and its characteristic habitat, concluding with a discussion of its natural history, e.g. food, activity cycles, reproduction, interaction with man, and enemies. Every account is accompanied by a color photograph of the mammal, many taken in its native habitat.

A glossary (110 terms) has been provided to help with some of the more technical terminology. The bibliography (forty-four citations) is subdivided into regional publications, general publications, field guides, techniques manuals (on collection and preservation) and periodicals. The index, consisting entirely of common and scientific names of mammals, is to the accounts section only. It would have been more useful had it covered the entire book.

Every library in the region serving patrons interested in mammals should have this in its collection. It would be useful in helping librarians answer inquiries about local mammals.

John B. Darling, University of North Carolina at Chapel Hill

Martha Stoops. ***The Heritage: The Education of Women at St. Mary's College, Raleigh, North Carolina 1842-1982.*** Raleigh: St. Mary's College, 1984. 532 pp. $29.95 (plus $3.35 tax and postage). (Order from St. Mary's College Alumnae Association, St. Mary's College, 900 Hillsborough Street, Raleigh, N. C. 27603.) ISBN 0-9613833-0-5.

The Heritage is a well-executed account of St. Mary's College in Raleigh, N. C. Founded in 1842 under the auspices of the Episcopal Church, St. Mary's offers young women a curriculum which covers the last two years of high school and the first two years of college. It is highly appropriate that the author, Martha Stoops, has been a St. Mary's faculty member since 1960 and is, herself, a women's college graduate. Her personal experience of the college's conscious efforts to define and fulfill its purpose is critical to her task as a historian to evaluate the enormous mass of available primary information and to formulate a comprehensive interpretation of St. Mary's program to prepare its students for intellectually and spiritually productive adulthood.

Central to this comprehensive interpretation is the "golden chain" of individual people who

absorbed and then transmitted to ensuing generations the best of the qualities and traditions which defined the nature of St. Mary's. These included the students who became teachers at St. Mary's or who sent their daughters and granddaughters to the school. There were also the families who—especially in the early days—assumed a particular responsibility for maintaining and administering this ward of the Episcopal Church through rocky social and financial times.

The history of an American educational institution—especially of a small, private, church-affiliated, single-sex institution—is the history of the people who made its work their own. ***The Heritage*** properly focuses on the working lives of the teachers and administrators who shaped and defined St. Mary's. Stoops has organized her material by administrations, and has presented a splendid series of detailed group portraits which reveal the personalities of the teachers, the administrative and curricular policies and decisions, and the pasttimes and living conditions of the students. National and regional events (wars, depressions, inaugurations), as well as the location of St. Mary's (in the state capital and near N. C. State and Chapel Hill) also contributed to the nature of the school's development.

It is clear that Stoops' direct experience of the events following 1960 expands the scope of her coverage, and despite the convolutions in chronology made necessary by the topical organization of these chapters, her personal knowledge makes these the most interesting chapters. The 1960s brought remarkable changes to American higher education, and St. Mary's experienced both the good and the bad which befell all colleges and universities during that time. ***The Heritage*** suggests that in the 1980s, St. Mary's has emerged the stronger for its trials and difficulties. It becomes apparent that an institution's awareness of its heritage makes renewed commitment possible even in the midst of change.

Librarians and scholars alike will appreciate the care with which this volume has been prepared. The bibliography of books and collections of personal papers excludes articles, which are cited in full in the extensive collection of detailed and informative notes. The index is good, and the pictures of the buildings, founders, teachers, and student groups are well chosen and helpful.

Any reader genuinely concerned about the future of small, especially private, institutions of higher learning in this country would find in ***The Heritage*** clear evidence of the kinds of leadership, sacrifice, and personal dedication and devotion to defined ideals that preserve such institutions. Similarly, readers interested in the history of women's education should read this volume. At a time when coeducational institutions would seem to have taken over the mission of the women's colleges, it is important that anyone engaged in the education of women comprehend the lessons learned by those colleges about the peculiar task of preparing *women* for a productive and satisfactory role in a society which now either ignores or (still too often) subtly denigrates their difference from men. Herein lies the importance of the collective history of women's colleges.

The Heritage is recommended for most academic libraries.

Rose Simon, Salem Academy and College ■

New Reading Encouragement Poster Set

"Reading Time" is the theme of the Children's Book Council's new eight-poster reading encouragement series. Four popular children's book artists have created delightful posters that tie in reading with special occasions important to children throughout the year.

Valentine's Day and starting school are the subjects depicted by popular artist James Marshall. Arlene Dubanevich encourages family reading on Mother's Day and books as gifts at holiday time. The late Jack Kent portrays reading on Father's Day and in the New Year. Halloween and Graduation reading are interpreted by Denys Cazet. The eight full-color, 11⅜" × 17", "Reading Time" posters are available in a prepacked kit for $23.95.

An illustrated "Reading Time" brochure is available from CBC for a 22¢-stamped, self-addressed, #10 envelope.

The Children's Book Council, sponsor of National Children's Book Week, is a non-profit association of children's and young adult trade book publishers. Proceeds from the sale of materials support CBC projects related to young people and books. ■

Copies of articles from this publication are now available from the UMI Article Clearinghouse.
Mail to: University Microfilms International
300 North Zeeb Road, Box 91 Ann Arbor, MI 48106

NCLA Minutes

North Carolina Library Association
Minutes of the Executive Board

October 4, 1985

The Executive Board of the North Carolina Library Association met on October 4, 1985 at 5:00 p.m. in the White Oak Room of the Radisson Plaza Hotel in Raleigh, North Carolina. Board members present were Pauline Myrick, Leland Park, Patsy Hansel, Dorothy Campbell, Eunice Drum, Nancy Fogarty, Fred Roper, Frances Bradburn, Arial Stephens, Benjamin Speller, Nancy Massey, Rebecca Taylor, Helen Tugwell, Mary Avery, Jean Amelang, April Wreath, Jake Killian, Mary McAfee, Stephanie Isaette and Sylvia Sprinkle-Hamlin. Also present were Elsie Brumback, Johnny Shaver, Janet Freeman, Marti Smith, William H. Roberts, III and Reba Killian.

President Myrick called the meeting to order. She welcomed the group and acknowledged the fine work of the previous leadership.

At the request of the President all persons present introduced themselves.

Mrs. Myrick made the following announcements:

1. The minutes of the meeting of October 1, 1985, taken by Roberta Williams, out going Secretary, are in preparation and will be distributed before the January meeting.
2. Section officers are requested to forward lists of section officers to the President as soon as they are ready.
3. Executive Board members who have not yet received copies of the *NCLA Handbook* may expect to receive them from their predecessors.

Mrs. Myrick distributed copies of the "NCLA 1986-1987 Guidebook for Executive Board and Committee Chairmen." She explained that she had adopted Leland Park's idea and prepared the Guidebook to provide answers quickly to questions that may arise. She reviewed the contents of the guidebook and urged all to make use of it. Changes requested in the directory section were recorded.

President Myrick called for reports on the 1985 Biennial Conference. Past President Leland Park referred to the Conference as a happy one and expressed his appreciation for all that was done.

Conference Manager Arial Stephens thanked all for their participation and stated that he had heard positive comments. He noted that more has been added to a program that is carried out during a shorter time period. He advised that consideration be given these questions: Does the time need to be extended? Is there a need for stricter guidelines on what a section or roundtable may have in order to avoid putting too much in the time allotted for the 1987 Conference?

Leland Park suggested that reactions be gathered when Executive Boards of sections meet.

Johnny Shaver, Local Arrangements Chair, reported that there were 104 exhibits—enough for the participants to visit. The layout, too, was suitable. Shaver suggested that the mailing list be looked at and updated since some people complained that they did not receive the information. He expressed appreciation for having had the assistance of Sharon Kimble and praised Janet Freeman and Marti Smith for their work with registration.

Janet Freeman and Marti Smith agreed that all went well.

Treasurer Eunice Drum stated that she had heard some highly positive comments about the Conference from her staff, exhibitors and other participants.

Reporting on membership in the absence of the Chair of the Membership Committee, Mrs. Drum stated that a total of 2009 members was reached by Tuesday, October 1. She distributed copies of the File Count dated September 30, 1985 showing the following breakdown for sections and roundtables:

Public	344	Reference & Adult	190
Trustee	173	Junior College	60
Children's Services	185	School	803
Resources and Technical Services	173	Junior Members	30
College & University	254	Documents	56
Status of Women	159	Minority Roundtable	63

Mrs. Drum then reviewed practices followed by her office since she became Treasurer. Quarterly and annual reports are prepared and the latter must be audited by outsiders. Funds have been maintained in the Wachovia Bank and the North Carolina National Bank in Raleigh. The checking account is in NCNB; savings are in both banks. Monies are transferred from savings as required, but the bulk is kept where interest is high. The budget of ninety-eight thousand dollars ($98,000) was set in 1984 for the two-year period. A quarterly report will be mailed to Board members by the latter part of October. It was brought to the attention of the Board that accessibility of information in the databank is limited because present programming permits access by membership number only.

Mrs. Drum acknowledged the dedication of Jane Williams, the cooperation of Leland Park and the institutional support which have benefitted the Association. Communication with the in-coming Treasurer is planned to ensure a smooth transition when the change in office occurs in January.

President Myrick expressed thanks to everyone who had been involved in making the Conference of 1985 a success.

She then called attention to the following:

1. The dates set for Executive Board meetings are: January 24, 1986 in the Jones Chapel at Meredith College; April 18-19, 1986 (Spring Workshop) at Greensboro College Library; July 25, 1986 a retreat at the Pinecrest Inn in Pinehurst; and October 22, 1986 at the Forsyth County Public Library in Winston-Salem.
2. Reports made orally should be submitted in writing to the secretary in the form of five copies to aid recording and distribution to the President, Vice President, the Secretary, editor of *North Carolina Libraries* and editor of *Tarheel Libraries*.
3. Committees of 1984-1986 will remain in office through the Spring Workshop at which time they will work with Committees of 1986-1988.
4. Committee chairs may select members, but the President reserves the right to add members. After returns of the interest survey conducted last year by Bill O'Shea had been sorted, appropriate categories were sent to committee chairs to aid them in the selection of committee members. (Packets were distributed to committee chairs present.)

5. The Literacy Committee is a newly created committee and is to be chaired by Judith Sutton.
6. Nancy Fogarty will take office as Treasurer beginning January 1, 1986.
7. The editorship of *North Carolina Libraries* will change in January when Frances Bradburn will succeed Patsy Hansel who will become Associate Editor.

Vice President/President-Elect Patsy Hansel indicated that plans for the NCLA Conference of 1987 are being considered.

Arial Stephens reported on his investigation of facilities for the Biennial Conference of 1989 and recommended that the Board consider holding the meeting in Charlotte in late October. During the discussion which ensued, the suitability of facilities and conditions in both Charlotte and Raleigh were reviewed. It was concluded that more research is needed. President Myrick stated that a report should be made in January; however, since early booking is important, a tentative agreement should be established.

Mrs. Myrick stated that thanks should be expressed to the State Library for sponsoring the reception during the 1985 Conference and to Governor and Mrs. Martin for the opportunity to tour the Governor's Mansion. Thanks go to Larry Roland and Fred Marble for helping us to know the needs of our exhibitors. We appreciate the service of Hugh Hagaman and Mel Shumaker, our photographers.

The need to fill the position of Second Vice-President due to the illness and subsequent resignation of Edith Briles was addressed. Mrs. Myrick read Article 5, Section 4, Paragraph B of the NCLA Constitution which reads as follows: "The Executive Board shall have the power: ... to appoint in case of a vacancy in any office a member from the Association to fill the unexpired term until the next regular meeting." She then recommended that a committee be formed to search for a replacement for the position; that the Past President, the Chair of the Nominating Committee and the two Directors of NCLA be appointed to serve as the Committee; and that the Committee report its recommendation to the Executive Board in January.

A motion was made by Jack Killian that Mertys Bell, Chair, with Leland Park, Arial Stephens and Benjamin Speller be appointed to serve as a search committee responsible for recommending a person to assume the vacant Executive Board position as Second Vice-President. The motion was seconded by Fred Roper and unanimously passed. The said persons were so appointed. It was advised that appropriate suggestions be forwarded to the Chair of the Committee.

There being no further business, the meeting was adjourned.

Dorothy W. Campbell, Secretary

Copies of articles from this publication are now available from the UMI Article Clearinghouse.

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300 North Zeeb Road, Box 91 Ann Arbor, MI 48106

Instructions for the Preparation of Manuscripts for *North Carolina Libraries*

1. *North Carolina Libraries* seeks to publish articles, book reviews, and news of professional interest to librarians in North Carolina. Articles need not be of a scholarly nature, but they should address professional concerns of the library community in the state.
2. Manuscripts should be directed to Frances B. Bradburn, Editor, *North Carolina Libraries*, Central Regional Education Center, P.O. Box 549, Knightdale, N.C. 27545.
3. Manuscripts should be submitted in triplicate on plain white paper measuring 8½"x11".
4. Manuscripts must be double-spaced (text, references, and footnotes). Manuscripts should be typed on sixty-space lines, twenty-five lines to a page. The beginnings of paragraphs should be indented eight spaces. Lengthy quotes should be avoided. When used, they should be indented on both margins.
5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page.
6. Each page after the first should be numbered consecutively at the top right-hand corner and carry the author's last name at the upper left-hand corner.
7. Footnotes should appear at the end of the manuscript. The editors will refer to *The Chicago Manual of Style*, 13th edition. The basic forms for books and journals are as follows:
   Keyes Metcalf, *Planning Academic and Research Library Buildings* New York: McGraw, *1965), 416.*
   Susan K. Martin, *"The Care and Feeding of the MARC Format," American Libraries* 10 (September 1979): 498.
8. Photographs will be accepted for consideration but cannot be returned.
9. *North Carolina Libraries* is not copyrighted. Copyright rests with the author. Upon receipt, a manuscript will be acknowledged by the editor. Following review of a manuscript by at least two jurors, a decision will be communicated to the writer. A definite publication date cannot be given since any incoming manuscript will be added to a manuscript from which articles are selected for each issue.

Issue deadlines are February 10, May 10, August 10, and November 10.

Biennial Reports

1983-1985

Biennial Reports

Documents Section

The NCLA Documents Section had three workshops during the 1983-85 biennium:

April 19, 1984, Durham County Public Library: INTERNATIONAL ECONOMIC AND BUSINESS INFORMATION; Tim Dempsey, UNC-Chapel Hill; Gordon McRoberts, N.C. Department of Commerce, International Division; William Davis, U.S. Department of Commerce, Raleigh Office; INTERNATIONAL ORGANIZATION INFORMATION; Pat Langelier, UNC-Chapel Hill, and Kathleen Eisenbeis, Duke University.

October 19, 1984, Durham County Public Library: GOVERNMENT FUNCTIONS AND LIBRARY REFERRALS; Raymond Green, Director of Planning, Triangle J Council of Governments; Michael Corwell, Associate Director, Institute of Government.

April 12, 1985, Forsyth County Public Library: NORTH CAROLINA STATE DATA CENTER; John McIntyre and Francine Ewing, Data Consultants, North Carolina State Data Center.

Many Documents Section members have been working since March, 1983, on a proposal to create a statewide depository system for North Carolina publications. The State Documents Depository System Committee of the Documents Section is preparing guidelines for the system, drafting the proposed legislation, and gathering letters of support to justify the distribution of state publications to libraries. The following resolution was passed by the NCLA general membership at the 1985 Conference in support of the committee's work:

State Documents Resolution

WHEREAS, all citizens of North Carolina have a right to information published by their state government and supported by their tax monies; and

WHEREAS, this information is not now easily available to citizens in all areas of the state; and

WHEREAS, the state of North Carolina does not have a state depository law for distribution of state publications to a network of libraries, and is one of the few states in the country without such a law; and

WHEREAS, the State and Local Documents Task Force, the Government Documents Round Table of the American Library Association, and the Association of State Library Agencies have approved suggested minimum standards for state servicing of state documents; and

WHEREAS, the state of North Carolina does not meet the approved minimum standards relating to the distribution of state publications; and

WHEREAS, there is an urgent need for action to correct the inaccessibility to state publications: Now therefore be it

RESOLVED, that the North Carolina Library Association strongly supports legislation to establish a statewide depository system for North Carolina state publications that will make these publications available to libraries and citizens throughout the state; and be it further

RESOLVED, that the North Carolina Library Association authorizes the State Documents Depository System Committee of the Documents Section of the North Carolina Library Association to continue preparation of a bill to establish such a depository library system for North Carolina state publications, to work with the Governmental Relations Committee of the North Carolina Library Association to gain legislative support, and to work to gain support of citizens throughout North Carolina.

A special edition of *The Docket*, the newsletter of the Documents Section, was published for the conference, giving the history of the Documents Section and background information on the State Documents Depository System Committee's work.

In addition, the State Documents Depository System Committee formed a State Agency Task Force in November, 1983, charging it with surveying the present production of North Carolina state documents. To accomplish this task, the Division of State Library received a one-year Library Services and Construction Act grant to conduct a survey. The State Documents Survey Project began in September, 1984. The goals of the project were to determine the state agencies and organizations generating publications, the production and distribution methods used, and the publications' intended audiences. A questionnaire was distributed throughout the executive, judicial, and legislative branches of government and to the state-supported community colleges and universities. Responses from returned questionnaires were then entered into a microcomputer database management system for analysis. The final report, written by Marion Shepherd of the Division of State Library, was published in July, 1985.

Dawn Hubbs, Secretary/Treasurer

Officers of the Documents Section
1985-1986

Chairperson:
Janet M. Miller Rowland
Head, Periodicals & Public Documents
Forsyth County Public Library
660 West Fifth Street
Winston-Salem, NC 27101
(919) 727-2220

Vice-Chair/Chair-Elect:
Waltrene M. Canada
Government Documents Librarian
F.D. Bluford Library
N.C. A. & T. State University
1600 East Market Street
Greensboro, NC 27411
(919) 379-7617

Secretary/Treasurer:
Arlene Hanerfeld
Documents Librarian
William Madison Randall Library
UNC-Wilmington
601 South College Road
Wilmington, NC 28403
(919) 395-3277

DOCKET Editor: Cheryl Wood McLean
Assistant Documents Librarian
Documents Branch
Division of State Library
Raleigh, NC 27611
(919) 733-3343

Children's Services Section

Children's Services Section members received newsletters during this biennium which kept them informed of programs and activities of concern to librarians who work with children. The newsletter presented reviews of books and other materials, articles on topics of interest such as computer use in public libraries, and notes on programming ideas.

Section members engaged in a fund-raising project by selling CSS notepads for $1.00 each. The notepads with a Children's Services Section logo at the top and the phrase "Children and Libraries — an investment in our future" were popular items during the biennium and at the '85 conference. Proceeds were channeled into future programming efforts.

The section presented a program at the NCASL Work Conference in October, 1984. The program was a selection of the 1983 Notable Showcase presented at ALA annual conference in the summer of 1984. Program Chairman Rebecca Taylor and a committee of Mary Lou Rakow, Diana Young, and Sue Williams made arrangements for this popular program to be given.

The biennial conference programs planned by the section leadership included a presentation of selections from the 1984 Notables Showcase and a breakfast featuring illustrator and author David McPhail as speaker. The NCASL co-sponsored the Notable Showcase program, making the second conference at which the NCASL and CSS have cooperated in programming for their members.

Committees at work within the section included a Standards Committee looking at the possibility of publishing and formulating standards for Children's Services in public libraries in N.C., and the Children's Book Award Committee which did not meet during the biennium due to the death of its chairman, Lucy Cutler. These two committees will be asked to continue their work during 1985-87.

Public Library Section

The Planning Council, comprised of the officers of the section, the section representative on the *North Carolina Libraries* editorial board, and the chair and vice-chair of each section committee, conducts the business of the Public Library Section between biennial conferences. The Planning Council of the section met seven times during the biennium. The work of the section was accomplished through eleven committees. A brief description of the accomplishments of each of the committees follows.

The *Adult Services Committee* met its goal of providing one significant continuing education opportunity for staff engaged in services to adults in each year of the biennium. The initial effort was a reader's advisory workshop entitled "Genreflecting" held in Winston-Salem and Kinston September 13 and 14, 1985. The second workshop, coordinated by NCCU's Continuing Education/Staff Training Office, concerned business reference services and was held September 18, 1985, in High Point.

With LSCA grant support, the *Audio Visual Committee* planned and produced a workshop on "Video Lending Services in the Public Library" on September 25, 1984, in Winston-Salem. The committee also sponsored a 1985 NCLA conference program session on "Clay Animated Film."

The *Development Committee* identified and addressed issues and concerns facing public libraries including: fee vs. free, confidentiality of library records, legal issues affecting public libraries, financial support for research on issues, networking, and statewide borrowing privileges. The committee developed and distributed a model disruptive behavior policy which included a listing of applicable North Carolina laws.

A basic workshop for library staff members serving genealogists was prepared and presented by the *Genealogy Committee* in Raleigh on October 4-5, 1984, and in Winston-Salem on November 1-2, 1984. In response to evaluation suggestions from this workshop, the committee will co-sponsor a follow-up workshop with the Friends of the Archives December 5-6, 1985, in Raleigh.

Strong organization and vigorous efforts on behalf of the *Governmental Relations Committee* resulted in the introduction and successful passage of bills in the NC General Assembly increasing the annual appropriation of State Aid to Public Libraries by $3 million. Lobbying techniques such as the well-designed and executed Legislative Day 1985, established visibility, rapport, and the credibility for public libraries needed with the Legislature.

The *Literacy Committee* worked to promote literacy awareness and to suggest means by which public libraries can assist in eradicating the problem of illiteracy in North Carolina. To this end, the committee presented a workshop entitled "Learning about Literacy: How to Set up a Literacy Program in Your Library" in Kinston on May 3 and Hickory on May 24, 1985. At the 1985 NCLA Conference, the committee sponsored a booth promoting literacy awareness.

Two major projects were undertaken by the *Personnel Committee* in the biennium. On March 15 and 16, 1985, the committee cosponsored a workshop, "How to Improve Employee Performance," in Clemmons and Fayetteville with the Cape Fear Library Association. The committee conducted a study of performance appraisal systems and job descriptions in 26 public libraries in NC. This project will be continued in the next biennium with the publication of study results.

The *Public Relations Committee* presented a workshop on basic PR techniques in the fall of 1984 in Kinston and Charlotte. The committee sought to encourage efforts to increase library visibility through their PR Swap and Shop, Idea Exchange and PR contest at the Biennial Conference in 1985.

The *Standards and Measures Committee* recommended that no changes or revisions be made in the reporting of public library statistics for the annual statistical report produced by the State Library. The committee received suggestions for ways in which the state's public libraries can continue to quantify and measure the services they provide.

The *Trustee-Friends Committee* planned, organized, and presented an excellent orientation workshop for new trustees for the 1985 Trustee-Librarian Conference in Raleigh, on May 29, 1985.

The *Young Adult Committee* sponsored three programs in the biennium: a YA Film Preview in Durham in October, 1984, a "Tools for Term Papers" reference workshop in High Point in March, 1985, and a biennial conference program on Young Adolescents and the Library. The committee produced six issues of *Grassroots*, the very popular, high quality publication for librarians interested in young adult services.

The section concluded business in the biennium with an LSCA supported conference session featuring noted author, Joe McGinniss. Section work included eleven workshops offered in sixteen locations, four conference program sessions, a variety of publications, and studies on issues and concerns of interest and value to North Carolina's public libraries. The section designated an association representative for the NC team which obtained an NEH/ALA "Let's Talk About It" national project grant. This cooperative effort as well as numerous mutual endeavors with other professional library associations and NCLA units contributed to the awareness of the services public libraries provide and the important role of libraries in our communities.

The chairman is pleased to recognize the following individuals who served on the Planning Council in the 1983-85 biennium: Nancy Bates, Margaret Blanchard, Mary Boone, Bill Bridgman, Martha Davis, Patrice Ebert, Steve Farlow, Robert Fisher, Tina Foti, Dale Gaddis, Mary Jo Godwin, Jim Govern, Linda Hadden, Henry Hall, Sylvia Hamlin, Patsy Hansel, Leslie Levine, Mary McAfee, Doug Perry, Bill Roberts, Bob Russell, Ed Sheary, Ann Thrower, Jerry Thrasher, Carol Walters, Art Weeks.

Officers of the Public Library Section
1985-1986

Chairman	Judith Sutton
Vice-Chairman	Nancy Massey
Secretary	Rich Rosenthal
Director	Willie Nelms
Director	David Fergusson

JMRT Biennial Report

The Junior Members Round Table has developed some enthusiastic and capable leaders during the past biennium who will help to establish JMRT as an active and contributing unit of NCLA during the upcoming biennium.

The past two years have mostly been spent identifying members, getting them involved in planning and projects, and establishing what the priorities of the Round Table should be.

The major accomplishments have been (1) awarding the Baker & Taylor/JMRT Grassroots Grant, a $250 grant to library school student attending the NCLA Conference; (2) awarding the Young Librarian Award, a plaque recognizing the contributions of a young librarian to the profession; (3) presenting an Orientation to NCLA program at the conference for new members and first-time conference attenders; (4) providing a JMRT information and membership booth at the conference; and (5) preparing a directory of restaurants in the downtown area of Raleigh for conference attenders to be distributed with information from the chamber of commerce.

The following officers were elected by mail ballot according to the by-laws:

Chairman:	Stephanie Issette Hackney Library Atlantic Christian College Wilson, NC
Vice-Chairman/Chairman-Elect:	Laura Osegueda NCSU Library Raleigh, NC
Secretary:	Lisa Driver Media Specialist Oxford, NC
Director of Information:	Dorothy Davis New Hanover County Public Library Wilmington, NC
Director of Programming:	Donna Bentley UNC-G Library Greensboro, NC

The winners of the two JMRT awards were Melanie Collins of Lillington of the B&T/JMRT Grassroots Grant and Warren Gary Rochelle of Garner of the JMRT Young Librarian Award.

RTSS Biennial Highlights: 1983-1985

Mini-Conference:

One of the major objectives of the biennium was to plan and hold a mini-conference during 1984 for RTSS members and other interested librarians in North Carolina. RTSS interest groups were requested to plan one session at the mini-conference for their membership. A unifying theme was selected to serve as a framework for planning. The theme for the first mini-conference was "The Changing Role of the Technical Services Librarian." The first off-year mini-conference was held on September 26 and 27 at the Whispering Pines Country Club. There were four major sessions: Three Perspectives on the Changing Role of the Technical Librarian, Marketing the Library's Collection, Theft and Mutilation in Libraries, and the Library of Congress's Impact on Subject Heading Practice. There were 128 conference participants from all types of library environments.

Publishing:

Several of the presentations at the mini-conference have been published by NORTH CAROLINA LIBRARIES. RTSS continues to encourage quality publishing in NORTH CAROLINA LIBRARIES through a Best Article Award. The recipient of this award is Harry Tuchmayer, New Hanover County Public Library, Wilmington.

Membership Promotion:

As part of its efforts to promote membership in NCLA, RTSS, and attendance at biennial conferences, RTSS awarded a Conference Attendance Grant. The recipient of the grant was Mrs. Novette R. Shearin, Franklin County Library, Louisburg.

Continuing Education:

The spirit of cooperation was evident throughout the biennium. Interest Groups did not hesitate to jointly sponsor projects when it was deemed to be the best method of providing a quality program or if there was evidence of overlap in the areas of ideas or interest. This behavior resulted in continuing education programs of unusually high quality during the biennium. The RTSS Committee, including its interest groups, presented the following programs as part of the 1985 Biennial Conference:

Authority Control—MARC Format, NACO
Cataloging Problems—Audio-Materials, Monographs, Serials
Library Collections—Utilizing Vendor Services, Serials

Notables:

Two additional activities are notable. The Cataloging Interest Group under the leadership of Elizabeth Smith organized the North Carolina Cataloging Network. A North Carolina Cataloging Network Directory was distributed at the RTSS Breakfast on October 3.

T-Shirts were sold at the Biennial Conference by RTSS. They are white with the library logo in green, surrounded by "North Carolina Library Association," also in green. They were sold in Booth 77 of the Exhibit section of the Conference Center for $6.00 each.

Executive Committee: 1985-1987

The following persons were elected officers of RTSS for the 1985-1987 biennium:

Chairman:	April Wreath, Head Cataloging Department Jackson Library University of North Carolina Greensboro
Vice-Chairman/ Chairman-Elect:	Janet L. Flowers, Head Acquisitions Department Davis Library/UNC-Chapel Hill
Secretary/ Treasurer:	Rexford R. Bross, Jr. Assistant Coordinator of Technical Services Joyner Library/East Carolina University Greenville

Director:	Harry Tuchmayer, Coordinator Main Library Services New Hanover County Public Library Wilmington
Director:	Bobby C. Wynn, Head Technical Services Chesnutt Library/Fayetteville State University
Past Chairman:	Benjamin F. Speller, Jr., Dean School of Library and Information Science/North Carolina Central University Durham
Interest Groups:	
Serials:	Mary M. Youmans, Serials Librarian Hunter Library/Western Carolina University, Cullowhee
Cataloging:	Catherine R. Leonardi, Cataloger Perkins Library/Duke University Durham
Acquisitions:	Amanda L. Harmon, Acquisitions Librarian, Atkins Library UNC-Charlotte
Collection Development:	Michael J. LaCroix, Director Wingate College Library Wingate
NCL Editorial Board:	Gene W. Leonardi, Fine Arts Librarian Shepard Library/North Carolina Central University, Durham

Summary:

In summary, the RTSS Executive Committee has continued to support the continuing education needs of its members and to promote the goals and objectives of the North Carolina Library Association. The past chairman takes this opportunity to thank all members of both the RTSS Executive Committee and the NCLA Executive Board for support given him during the 1983-1985 Biennium.

Intellectual Freedom Committee

A. **Goals**

1. To be alert to any evidence that censorship or abridgment of the freedom to read is advocated or practiced in the state and to ascertain full facts regarding such threats.
2. To collect and make available to all interested parties information useful in combating attacks on intellectual freedom.
3. To urge librarians to adopt written selection policies and secure approval of such policies by their local boards and to cooperate with the Governmental Relations Committee in opposing any statutory abridgment of freedom in the selection and use of media.
4. To give information and aid, if requested, to librarians faced with a censorship problem and to become visible as a committee as a source of help to librarians.

B. **Activities and Achievements**

1. Held committee meetings and maintained contact by telephone and memorandums.
2. Reported activities regularly to American Library Association Office for Intellectual Freedom, Southeastern Library Association Intellectual Freedom Committee, and North Carolina Library Association Executive Board.
3. Responded to requests for aid from Charlotte, Wilmington, Cary, Southern Pines, Rocky Mount, Raleigh, Greenville, Lumberton, Manteo, Elizabeth City, Lincolnton, Newton, Hubert, Wilson, Goldsboro, Asheville, Kinston, Mount Olive, Winston-Salem, Durham, Statesville, Ahoskie, Washington, Greensboro, Jamestown, Salisbury, Burlington, Gastonia, Morganton, Pinehurst, Sanford, and Nashville, North Carolina.
4. Responded to out of state requests from Wilmington, Delaware; Salt Lake City, Utah; San Francisco, California; New York, New York; Los Angeles, California; Cape May, New Jersey; Sewanee, Tennessee; Miami, Florida; Bethlehem, Pennsylvania; Columbia, South Carolina; Trenton, New Jersey; Chicago, Illinois; Providence, Rhode Island; Greenwood, South Carolina; Saint Paul, Minnesota; Nashville, Tennessee; and Sacramento, California.
5. Granted interviews to WRAL-TV (Raleigh); WKZL radio (Winston-Salem); *The News & Observer* (Raleigh); WITN-TV (Washington); WNCT-TV (Greenville); WSBE radio (Asheville); WELS radio (Kinston); WCTI-TV (New Bern); *The Daily Reflector* (Greenville); *The New York Times* (New York); WSJS radio (Winston-Salem); WHQR-FM radio (Wilmington); and *American Bar Association Journal* (Chicago).
6. Made intellectual freedom presentations to UNC-G Friday Forum for Librarians (Greensboro); N.C. Association for the Gifted and Talented/Parents for the Advancement of Gifted Education (Winston-Salem); N.C. A&T University National Library Week Conference (Greensboro); Special Libraries Association Conference on Information Access (Research Triangle Park); Beta Phi Mu/Alumni Association Day (University of South Carolina); N.C. Community College Learning Resources Association, District IV (Supply); N.C. Library Association Biennial Conference (Winston-Salem); North Carolina Association of Educators, District 14 (Goldsboro); Richlands Township (Richlands); American Library Association, Young Adult Services Division President's Program (Dallas, Texas); Friends of Rowan County Public Library (Salisbury); People for the American Way Forums (Asheville, Greenville, Durham); Southern Speech Communication Association (Winston-Salem); Tennessee Library Association Conference (Nashville, Tennessee); Cape Fear Library Association (Fayetteville); University of North Carolina at Charlotte Forum (Charlotte); People for the American Way Freedom to Learn Conference (Winston-Salem); Delaware Library Association (Wilmington).
7. Prepared chronological news clippings notebooks on intellectual freedom.
8. Reviewed numerous city ordinances concerning display of sexually explicit materials and cable television.
9. Testified in the North Carolina General Assembly numerous times involving anti-obscenity legislation, confidentiality of library user records bill, and North Carolina's equivalent to the "Hatch Act" bill.
10. Chairman appointed to Advisory Council of North Carolina office of People for the American Way and the Intellectual Freedom Committee of the Southeastern Library Association.
11. Reviewed numerous selection policies and helped librarians in their revision efforts.
12. Had bill, "Confidentiality of Library User Records," introduced in General Assembly which was enacted and became effective October 1, 1985.
13. Established relationships with official lobbyists for publishers, press, magazine distributors, theater owners, television station owners, and North Carolina Civil Liberties Union.
14. Had numerous letters to the editor published in state newspapers.
15. Sponsored general session at 1983 Biennial Conference with Judith Krug as speaker; presented NCLA and SIRS Intellectual Freedom Awards to Rich Rosenthal.

16. At 1985 Biennial Conference, distributed copies of the *Library Bill of Rights* and all its interpretations to membership; answered intellectual freedom questions and made suggestions at distribution table; provided continual showing of videotapes on intellectual freedom throughout conference; nominated intellectual freedom supporters Representative George Miller (D-Durham) and Eleanor and Elliot Goldstein (SIRS) for NCLA Honorary Membership; presented NCLA and SIRS Intellectual Freedom Awards to Gene D. Lanier.
17. Formed coalition with People for the American Way and co-sponsored series of forums on censorship in Asheville, Greenville, and Durham; represented NCLA at Freedom to Learn Conferences; participated in Code of Fair Campaign Practices Project; participated in publication of survey on censorship in N.C. schools; endorsed and participated in the publication of "Defending the Freedom to Learn: Combatting Censorship in North Carolina's Schools" which was mailed to all school systems and school boards in the state; participated in proposals to Z. Smith Reynolds Foundation and the N.C. Humanities Committee.
18. Negotiated a letter/telephone campaign to legislators serving on key hearing committees involving legislation affecting libraries and librarians.
19. Participated in intellectual freedom matters within the American Library Association; attended ALA annual meetings and responded for North Carolina in the "Roll Call of the States"; publicized National Banned Books Week; committee members chosen to participate in IFC leadership training session; member elected to YASD IFC; members elected to IFRT Executive Board; member appointed to AASL SIRS Intellectual Freedom Award Selection Committee; reviewed books in *Newsletter on Intellectual Freedom*; member appointed to plan media project for 1987 bicentennial of U.S. Constitution.
20. Chairman chosen to receive the 1984 John Phillip Immroth Memorial Award for Intellectual Freedom from ALA/IFRT.
21. Committee chosen to receive the 1985 State Program Award from ALA/IFRT which included plaque and $1000 from Social Issues Resources Series, Inc.
22. Chairman chosen as "Tar Heel of the Week" by the *News & Observer*.

NCLA Intellectual Freedom Committee, 1983-85
Gene D. Lanier, Chairman, Greenville
Amanda R. Bible, Whiteville
Mary Ann Brown, Chapel Hill
Nelda G. Caddell, Southern Pines
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College and University Section

The College and University Section enjoyed an active biennium for 1983-85. Three major programs, covering a wide range of issues of interest to academic librarians, were presented.

In June of 1984, the Section sponsored a program entitled "The Library and its Campus Community: Partners in Academic Excellence," which was held at Meredith College in Raleigh. The program featured teaching faculty from several colleges and universities within North Carolina who met with and exchanged ideas with librarians on ways in which communication between the library and the teaching faculty can be improved, means by which the library can directly assist students and faculty with their research, and ways in which teaching faculty can contribute to improved collection building and bibliographic access.

The second program of the biennium was held in Whispering Pines, N.C. on May 30-31 of 1985. The title of this program was "The Electronic Network: Sharing the Costs and the Benefits of Library Automation." The program featured nationally recognized speakers, as well as practicing librarians in North Carolina, who shared with the participants their experience and ideas concerning networking arrangements using computer communications. The primary objective of the conference was to illustrate how libraries through cooperative measures may reduce the costs of automation while providing greater services than is possible through a single library installation.

The third program, presented at the biennial meeting in Raleigh in 1985, featured Mr. Richard Rowson, director of the Duke University Press, who spoke on the topic of "Controversial Publishing."

Officers of the section for the biennium were as follows: Chairman, Robert N. Bland, U. of N.C. at Asheville; Vice-Chair/Chair-elect, Elizabeth Smith, East Carolina University; Secretary/ Treasurer, Ilene Nelson, Duke University; Directors, Clarence Toomer, Shaw University; Marjorie McDermott, Belmont-Abbey College. Marie Devine, U. of N.C. at Asheville, served as representative on the editorial board of *North Carolina Libraries* for most of the biennium.

Reference and Adult Services Section

The officers who were serving as the Executive Committee of the Section at the end of the biennium were: Dr. Larry Barr, Chairperson; Ms. Jean Amelang, Vice-Chairperson/Chairperson Elect; Ms. Nancy Clark Fogarty, Past Chairperson; Ms. Susan Taylor, Secretary-Treasurer; Ms. Mary Love Wilson, Director, School Libraries; Ms. Lynne Barnette, Director at Large; Ms. Nancy R. Frazier, Director at Large; Dr. Robert Hersch, Director, College and University Libraries; Ms. Renee DePasquale, Director, Community Colleges; Mr. Joel W. Sigmon, Director, Special Libraries; Ms. Barbara L. Anderson, Director, Public Libraries; and Ms. Ilene Nelson, RASS Representative to the Editorial Board of *North Carolina Libraries*.

The Section launched a newsletter, *The Reference Desk*, with Joel Sigmon serving as editor. The Executive Committee Directors representing other sections of NCLA serve as the editorial board. The first issue was mailed to all NCLA members as a recruitment effort. Future issues will only go to RASS members.

On May 17, 1985, the Section sponsored a workshop on "Microcomputers in Reference and Adult Services," at the Media Evaluation Center, State Department of Public Instruction, in Raleigh. Registration was limited to sixty. The evaluation indicated that the participants found the workshop to be a valuable experience. Dr. Robert Hersch chaired the program committee.

The Section's biennial conference program, "An Insider's Guide to Book Review Magazines: Conversations with the Editors" was a conference highlight attended by about 300 people. Martain A. Brody, *Booklist*; John F. Baker, *Publishers' Weekly*; Brigitte Weeks, *Book World*; and Helen M. MacLam, *Choice*, each spoke about the particular perspectives of their publications, and a question and answer period followed. Jean Amelang and Barbara L. Anderson moderated the program.

Officers elected to fill four vacancies resulting from expired terms are: Barbara L. Anderson, Vice Chairperson/Chairperson Elect; Susan Taylor, Secretary-Treasurer; Debora E. Hazel and

Anne Marie Elkins, Directors at Large. The position for Director, Public Libraries, is currently vacant.

Round Table on the Status of Women in Librarianship

At last biennium's conference, the Round Table on the Status of Women in Librarianship sponsored a program on comparable worth. The round table's executive board made comparable worth a priority topic for the round table for the biennium.

In the spring of 1984, the executive board met with State Senator Wilma Woodard to give our support for her efforts to get a comparable worth bill through the North Carolina State Legislature. The bill did pass that session, but was revoked during this past session. It seems that comparable worth now has a long, hard fight before it in this state.

The round table sponsored two successful workshops during the biennium: one on documenting personnel problems in 1984; and in May, 1985, one on supervision. The workshop on documentation was made possible by an LSCA grant from the State Library. As a result, we were able to do a very nice brochure for the workshop, and the brochure was chosen by the Library Public Relations Council for their Share the Wealth packet of library public relations materials this year.

The round table continued its publication of our newsletter *MsManagement* this year, and volume 2, number 4 is hot off the press.

I would like to thank this year's slate of officers for the round table who worked to make all our activities a success: vice-chairman, Earlene Campbell; Secretary/Treasurer, Janie Morris; Directors, Pat Burns and Billie Mace Durham; *MsManagement* Editor, Julie Sanders; and section editor for *North Carolina Libraries*, Mary McAfee.

Executive Board,
Round Table on the Status of Women in Librarianship
1985-87

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What is NCLA?

- the only statewide organization interested in the total library picture in North Carolina, whose purpose is to promote libraries and library service in the state
- an affiliate of the American Library Association and the Southeastern Library Association, with voting representation on each council

What are the benefits of membership?

- provides opportunities for interaction among those interested in good library service
- entitles you to receive *North Carolina Libraries*, a quarterly journal, winner of the prestigious H. W. Wilson Award in 1981
- gives you the opportunity to develop leadership skills
- enables you to attend workshops, continuing education programs, and conferences at reduced rates
- keeps you informed on library developments in the state through an information network and publications
- gives you individual voting rights in the association
- encourages support staff and paraprofessionals to join at reduced rates
- entitles you to membership in one of the sections or roundtables of the association

To enroll as a member of the association or to renew your membership, check the appropriate type of membership and the sections or roundtables which you wish to join. NCLA membership entitles you to membership in one of the sections or roundtables shown below at no extra cost. For each additional section, add $4.00 to your regular dues.

Return the form below along with your check or money order made payable to North Carolina Library Association. All memberships are for two calendar years. If you enroll during the last quarter of a year, membership will cover the next two years.

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Institutional membership in the North Carolina Library Association is an important way to promote libraries and library service in the state. Libraries and media, learning resources and information centers are eligible for institutional membership. Dues are $50.00 per biennium. NCLA currently has the following 52 institutional members:

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Iredell County Public Library
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Livingstone College, Carnegie Library
Methodist College, Davis Library
Montreat-Anderson College, Bell Library
North Carolina Central University, Shepard Library
North Carolina School of the Arts Library
North Carolina State Library
North Carolina State University, Hill Library
North Carolina Wesleyan College Library
Pack Memorial Public Library (Asheville)
Pender County Library
Randolph County Public Library
Robeson County Public Library
Rockingham County Public Library
St. Mary's College, Kenan Library
Salem Academy and College, Gramley Library
Sampson-Clinton Public Library
Sandhill Regional Library System
Scotland County Schools
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Southern Pines Public Library
Union County Public Library
UNC-Asheville, Ramsey Library
UNC-Chapel Hill, School of Library Science
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For more information on our program and services, contact:
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919-683-6347

Instructions for the Preparation of Manuscripts for *North Carolina Libraries*

1. *North Carolina Libraries* seeks to publish articles, book reviews, and news of professional interest to librarians in North Carolina. Articles need not be of a scholarly nature, but they should address professional concerns of the library community in the state.
2. Manuscripts should be directed to Frances B. Bradburn, Editor, *North Carolina Libraries*, Central Regional Education Center, P.O. Box 549, Knightdale, N.C. 27545.
3. Manuscripts should be submitted in triplicate on plain white paper measuring 8½"x11".
4. Manuscripts must be double spaced (text, references, and footnotes). Manuscripts should be typed on sixty space lines, twenty-five lines to a page. The beginnings of paragraphs should be indented eight spaces. Lengthy quotes should be avoided. When used, they should be indented on both margins.
5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page.
6. Each page after the first should be numbered consecutively at the top right-hand corner and carry the author's last name at the upper left-hand corner.
7. Footnotes should appear at the end of the manuscript. The editors will refer to *The Chicago Manual of Style*, 13th edition. The basic forms for books and journals are as follows:
   Keyes Metcalf, *Planning Academic and Research Library Buildings* New York: McGraw, *1965), 416.*
   Susan K. Martin, "*The Care and Feeding of the MARC Format,*" *American Libraries* 10 (September 1979): 498.
8. Photographs will be accepted for consideration but cannot be returned.
9. *North Carolina Libraries* is not copyrighted. Copyright rests with the author. Upon receipt, a manuscript will be acknowledged by the editor. Following review of a manuscript by at least two jurors, a decision will be communicated to the writer. A definite publication date cannot be given since any incoming manuscript will be added to a manuscript from which articles are selected for each issue.

Issue deadlines are February 10, May 10, August 10, and November 10.

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